



Massachusetts Board of Elementary and Secondary Education

FY2010 Annual Report
January 2011

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Mitchell D. Chester

Commissioner of Elementary and Secondary Education
Massachusetts Department of Elementary and Secondary
Education
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Dear Board Members,

We have had a very exciting year together. Our work has been driven by a combination of continued efforts to improve all of our schools, unique opportunities for funding at a time of severe fiscal constraints, and new state and federal policy tools. As a Board we have made some tremendous strides in the past year, but as we know well, our work is far from complete.

As I travel around the country I am frequently struck by the outstanding reputation our schools and educators have earned. No matter where I am, colleagues often stop and congratulate me on the state's educational achievements and ask for advice on how they can replicate the Massachusetts model.

That said, while we continue to best most of the nation in academic achievement, we must continue to close proficiency gaps and increase the number of students who earn a high school diploma. We have much more work to do.

As a Department, our role is to build capacity for districts to address these issues, and provide the support and guidance our educators need to help students achieve at the highest levels possible. Through a combination of Race to the Top and state funds, we are poised to provide districts with the professional development, technical assistance and other ways to help all students be successful.

Going forward our work will be judged on how our graduates fare in college, the workplace and life after high school. This is no small task, and cannot be done without the collective effort of state, district and school leaders, students, parents and members of the community.

I look forward to our continued work together.

Mitchell D. Chester, Ed.D.
Commissioner of Elementary and Secondary Education
January 2011



Massachusetts Board of Elementary & Secondary Education

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Maura O. Banta, Chair
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Dear Board members,

This was a remarkable year marked by many important developments across the state's public education landscape. When Governor Patrick signed into law *An Act Relative to the Achievement Gap* in January 2010, it marked the most significant policy change since the state's landmark Education Reform Act of 1993. The new law will enable us to close proficiency gaps, turn around the state's lowest performing schools, and providing additional options to school districts such as the creation of new Innovation Schools.

As a Board, we took major votes in 2009-2010 to drive reform in several key areas, including: (1) the adoption of new school and district accountability and assistance framework and regulations to engage with districts to improve student performance; (2) the creation of a task force on educator evaluation to review the Board's current regulations and recommend a revised set of regulations and principles for evaluation; and (3) the adoption of the Common Core State Standards. In addition, the Proficiency Gap Task Force under the leadership of Jeff Howard delivered a set of thoughtful recommendations on closing gaps in performance among students.

Finally, I am excited that the state was named one of the ten recipients in round two of the federal Race to the Top competition in late August. The \$250 million that Massachusetts was awarded will provide valuable resources to implement the reforms in our new reform law.

As always, it is an honor to serve as Chair of the Board, and I look forward to continuing to work with all of you as we work to ensure that all students graduate from high school ready for success in college, the workforce, and life.

Maura O. Banta
Chair, Board of Elementary and Secondary Education
January 2011

Introduction

This report of the Massachusetts Board of Elementary and Secondary Education covers activities and initiatives of both the Board and the Department of Elementary and Secondary Education (ESE) for FY2010. Each year the Board is required to submit a full report to inform the public and the Legislature about decisions that have been made and work that is taking place to support and continuously improve public education across the Commonwealth.

Much of the focus during the 2009-2010 school year centered on the development of the state's Race to the Top (RTTT) proposal, a federal competition to support sweeping reforms and improvements in public education. To apply, states were required to submit proposals that centered around four primary assurance areas, all of which closely aligned with priorities set by the Board in 2008:

Board Priorities	RTTT Assurance Areas
Educator effectiveness	Great teachers and leaders
Curriculum and instruction	Standards and assessments
	Data systems to support instruction
Accountability and assistance	Turning around the lowest achieving schools
Supports for students and families	

Work to develop the state's RTTT plan was done in partnership with stakeholders, business leaders and the leadership of the state's educator, administrator and superintendent associations to build consensus and support for the initiatives statewide. When the final proposal was submitted it was with the signed support of 275 large, small, urban, suburban and rural districts from across the Commonwealth. These districts and charter schools represent more than two-thirds of the state's school districts, 74 percent of K-12 enrollment and 88 percent of the state's low-income students.

In the midst of the development of the state's RTTT plan, state and district leaders continued to grapple with difficult fiscal conditions, and economic forecasts of yet another lean year to come in FY 2011. Districts were forced to cut services, increase class sizes, and in some cases close under-enrolled schools. State agencies—including ESE—had no choice but to make painful budget cuts, offer voluntary incentives for retirement, and in many cases, lay off staff. A statewide hiring freeze left positions unfilled.

Throughout these changes and transitions, Education Commissioner Mitchell Chester oversaw numerous initiatives tied to critical reform issues both in Massachusetts and nationally. He visited dozens of schools across the state, participated in an educator leadership learning tour of China, met regularly with policy makers, legislators and stakeholders from across the Commonwealth and worked closely with Secretary Reville, BESE Chair Maura Banta and the staff of the Executive Office of Education.

This report highlights some of the major accomplishments made in each of the Board's priority areas during the 2009-2010 school year, summarizes major grants awarded over the past year, and reviews Board action taken at each monthly meeting. The report concludes with an appendix that includes data reports, and a summary of legislative action, and some significant litigation on education related issues.

Highlights of major accomplishments: 2009-2010

October 2009

Growth model report offered state most complete picture of student performance to date

For over a decade, MCAS scaled scores and performance levels have answered the question, “How much has this student achieved compared to the state’s grade-level learning standards?” For the first time, the Department new growth model answers the question, “How much did a student grow over the previous year compared to his or her *academic peers*?”

Dozens of low- and high-achieving schools were identified by the state's new growth model as being "on the move" in October 2009 because of their students' improvement on the state's assessment test. According to the growth model results, "high growth" is defined as growth in a subject at or above the 60th percentile, typical growth is between the 40th and 60th percentile, and low growth is below the 40th percentile. In 2009, statewide results showed that students at 21 percent of schools made relatively high growth in English language arts (ELA) and students at 23 percent of schools made relatively high growth in mathematics.

Statewide, students at 63 percent of schools made typical growth and at 17 percent of schools made relatively low growth in ELA; students at 59 percent of schools made typical growth, and at 17 percent made relatively low growth in mathematics. According to district results, students at 10 percent of districts statewide made relatively high growth, at 79 percent made typical growth, and at 11 percent made relatively low growth in ELA; students at 7 percent made relatively high growth, at 78 percent made typical growth, and at 15 percent made relatively low growth in mathematics.

Graduation and Dropout Prevention and Recovery Commission report released

In October 2009, the Graduation and Dropout Prevention and Recovery Commission released its report, *Making the Connection*. The Commission, which was authorized by the August 2008 legislation, An Act to Improve Dropout Prevention and Reporting of Graduation Rates, made recommendations on a series of key topics, including: setting a goal and timeline for reducing the statewide dropout rate; further developing an early warning system for students at risk of dropping out; creating a dropout prevention recovery grant program; and considering whether to raise the compulsory attendance age from 16 to 18.

November 2009

ESE and WGBH/WGBY link online resources for educators

A new online resource for teachers that provides free access to more than 2,200 classroom-ready media tools was launched in November 2009, through a unique partnership between the Department of Elementary and Secondary Education and the WGBH Educational Foundation and WGBY in Springfield.

Massachusetts Teachers' Domain (MTD) is a localized edition of Teachers' Domain, a nationally used database of digital resources for educators, and contains lesson plans and media clips that have been developed to align with the state's curriculum frameworks. MTD is linked directly to MassONE, the state's existing online portal for educators, which offers web-based tools and

resources to support and connect teachers across the Commonwealth. MTD content is pulled from a variety of public television programming including Nova, Frontline, Design Squad, American Experience as well as government agencies, museums, libraries and academic institutions. Most segments contain a multi-media resource, such as a video clip, animated chart or PowerPoint slides, as well as classroom instructions and student assignments.

The launch was the first step in a multi-year plan to expand MTD into a service that can be used by Massachusetts educators, students and parents. Over the next two years MTD will expand its collection to include history, social science and arts resources, all aligned with the state's curriculum frameworks. Educators can now move from MassONE to MTD through links, and will eventually be able to move seamlessly from one to the other using a single sign-on.

January 2010

An Act Relative to the Achievement Gap

On January 18, 2010, Governor Deval Patrick signed into law the state's new education reform legislation. The legislation, which grew out of the Governor's Readiness Project, looks to closing achievement gaps by focusing on Innovation Schools, Intervention Strategies, and a Charter School "Smart Cap Lift." Commissioner Chester distributed a matrix to Board members to show changes the legislation would mean for the Board and Department responsibilities related to charter schools, innovation schools, and intervention strategies.

March 2010

Statewide dropout rate falls below 3 percent

Less than 3 percent of the state's high school students dropped out of school during the 2008-09 school year, marking the first time the statewide dropout rate has dipped below three percent in the past two decades.

According to a state report released in March, the dropout rate for Hispanic students statewide showed the biggest improvement among the five largest racial/ethnic groups since last year, improving from 8.3 percent in 2007-08 to 7.5 percent in 2008-09. In all, 8,585 students (2.9 percent) out of 292,372 high school students in grades 9-12 statewide dropped out of school during the 2008-09 school year, a 0.5 percentage point improvement from the 2007-2008 school year, and a 0.9 percentage point improvement from the 2006-2007 school year.

Annual dropout rates improved for African American/black, Asian, Hispanic, and white students since last year. During the 2008-09 school year, 5.6 percent of African American/black high school students dropped out of high school (down from 5.8 percent in 2007-08), as did 1.7 percent of Asian students (down from 2 percent), 7.5 percent of Hispanic students (down from 8.3 percent), and 1.8 percent of white students (down from 2.2 percent). Similar improvements were made by students with disabilities (dropout rate of 5 percent in 2008-09, down from 5.5 percent in 2007-08), limited English proficient students (8.5 percent, down from 8.8 percent), and low income students (5 percent, down from 5.5 percent).

4th and 8th graders rank first in Reading on 2009 NAEP exam

The Commonwealth's 4th graders ranked first and 8th graders tied for first on the National Assessment of Educational Progress reading exam in 2009, marking the third time in a row that the state's students outscored their peers nationwide.

According to results of the 2009 NAEP exam, the state's 4th graders scored an average of 234 on the reading assessment, well above the national average of 220 and first in the nation. At grade 8, Massachusetts students achieved the highest average of 274, which exceeded the national average of 262 and tied for first with five other high performing states: New Jersey (273); Connecticut and Vermont (272); and New Hampshire and Pennsylvania (271).

While Massachusetts students retained their top ranking on NAEP, performance in reading remained the same for all students and student groups between 2005 and 2009. In 2007, Massachusetts 4th graders scored an average of 236, and 8th graders scored an average of 273 compared to this year's 234 and 274 respectively.

NAEP, also known as "The Nation's Report Card," is the only nationally representative and continuing assessment of what America's students know and can do in core subjects. NAEP assesses a representative sample of students in all 50 states and reports state-level results at grades 4 and 8. In Massachusetts, 3,900 students at grade 4 and 3,600 students at grade 8 were randomly selected to participate in the NAEP reading assessment. The NAEP reading scale ranges from 0 to 500.

April 2010

Completed Proficiency Gap Task Force report

Board member Jeff Howard led a 30-member Task Force on Proficiency Gaps, comprised of educators, administrators, business leaders, union leaders and other stakeholders, in an effort to develop to develop recommendations to help close gaps in performance among students statewide.

Their final report, "A Roadmap to Closing the Proficiency Gap," built on the state's education reform efforts strengthened by sweeping education reform legislation signed by Governor Patrick in January 2010. The new legislation encourages widespread innovation in schools statewide and grants new authority to the commissioner and superintendents to design swift turnaround plans in low performing schools.

The task force urged the Board to shift their focus from closing achievement gaps between groups of students to closing the gap between where students are performing academically right now and the proficiency standard.

The group recommended that the Office of Planning and Research to Close Proficiency Gaps be formed within the Department of Elementary and Secondary Education to disseminate best practices and monitor the agency's work with districts to close proficiency gaps statewide.

Among the other recommendations:

- Develop a "Commissioner's Network" of 15-30 low-performing schools that volunteer to participate, with each participating school to be provided with additional tools, funding and support in exchange for focusing on meeting the 85 percent goal, and participating in quarterly data analysis meetings.
- Implement pre-K to grade 3 literacy assessments.
- Support development of innovative programs for English language learners and provide professional development for school and district leaders who work with them.
- Provide concrete early literacy supports for parents.
- Develop an office of Family and Community Engagement to help schools effectively work with families.

The Board of Elementary and Secondary Education adopted new school and district accountability and assistance framework and regulations

The new Framework for District Accountability and Assistance defines the Department of Elementary and Secondary Education's approach to engaging with districts to improve student performance. District accountability and Department assistance must be closely linked in order to produce sustainable improvement. The Framework delineates the responsibilities of both parties in driving school improvement.

Three key principles have guided the development of the Framework:

- The district is the entry point for the Department's accountability and assistance work; the focus of state assistance will be on building district capacity to support and guide improvement efforts in individual schools.
- A strong accountability system will not, by itself, result in continued improvement. A parallel system of assistance and intervention is necessary to secure continued, strong improvement.
- We must develop a system that ensures levels of accountability and assistance that match the severity and duration of identified problems.

The Framework defines the roles and expectations of the district and the Department based on the performance of the district's schools. Every district in the Commonwealth is represented in 1 of 5 "levels": districts requiring the least state intervention will be in Level 1 while districts requiring the most intervention will be in Level 5. At each level, the Framework distinguishes the Department's role with respect to "accountability" and "assistance and intervention" as well as districts' responsibilities.

In April 2010, the Board adopted new Regulations on Underperforming Schools and School Districts, [603 CMR 2.00](#). Schools and districts were notified of their "Level" designations following the release of the 2010 AYP reports in September 2010.

May 2010

Adopted framework for new educator evaluation system

At the May 2010 meeting the Board directed the Commissioner to establish a Task Force on Evaluation of Teachers and Administrators to review the Board's current evaluation regulations and recommend a revised set of regulations and principles for evaluation.

The Board tasked the committee with recommending a state evaluation framework that will:

- Provide teachers and principals with honest, fair, and improvement-oriented feedback annually;
- Differentiate by career stage and ensure flexibility for districts to consider additional measures of effectiveness beyond those required in the framework;
- Establish a two-year cycle of improvement via a formative assessment and summative evaluation based on a Continuous Improvement Plan for every educator;
- Differentiate performance by *at least* three rating categories based on student growth as a significant factor with other measures of effectiveness for the purpose of establishing the requirements of the Continuous Improvement Plan;
- Incorporate categories of appropriate data and information to be used in evaluations;
- Link comprehensive evaluation to key personnel decisions, as permitted by law and/or as provided by contract.

A 40-member Task Force of educators, parents, association leaders and other experts began meeting in August to develop recommendations to the Commissioner and the Board that will inform the draft regulations to be brought to the Board in February 2011.

The state submitted its Round 2 Race to the Top proposal

Following an unsuccessful application during Round 1, the state resubmitted its application for \$250 million in federal Race to the Top funding. The state's proposal included strategies to:

- Attract, develop and retain an effective, academically capable, diverse and culturally competent educator workforce to ensure every student is taught by a great teacher and every school and district is led by a great leader;
- Provide curricular and instructional resources to equip every educator with the tools necessary to promote and support student achievement;
- Concentrate great instruction and supports for educators, students and families in the lowest performing schools and districts to create the conditions needed for improved student achievement; and
- Increase dramatically the number of students who graduate from high school ready for college and career.

Commissioner Chester said he was confident that the changes made in the state's application strengthened the application considerably and would put Massachusetts in a strong position to win an award in Phase 2.

The Board of Elementary and Secondary Education approved new charter school regulations

The state's new education reform law (St. 2010, c.12) included significant amendments to the Commonwealth's charter school statute (G.L. c.71, §89). In May 2010 the Board adopted changes to the charter school regulations, [603 CMR 1.00](#), to address new provisions in the statute.

The new regulations cover the changes in the charter school statute that require clarification or implementing provisions, such as: identification of districts eligible for the higher spending caps;

the definition of "proven provider"; criteria for the new categories of Horace Mann charters; provisions relating to recruitment and enrollment; and calculation of surplus assets.

Commissioner Chester agreed to convene a stakeholder group to work with the Department over the next year to review how these new regulations are working, and will report back to the Board in 2011 on whether any additional changes in the regulations are warranted based on the first year's experience.

State launched recruitment campaign to aid in school turnaround efforts

A statewide recruitment campaign aimed at encouraging outstanding educators to apply for vacancies in the Commonwealth's lowest performing schools kicked off in May with the launch of a new website, www.amazingteachers.org.

Governor Deval Patrick and state education officials initiated the campaign to support district leaders in recruiting or retaining talented and experienced teachers to join teams of educators leading the transformation of the state's so-called "Level 4" schools. The goal is to support superintendents and principals as they make decisions about staffing needs to support school turnaround plans, to support teachers who are returning to these schools and to attract new teachers as positions become available.

The website was designed to inform teachers about career opportunities in the state's Turnaround Schools, located in 9 districts across the state: Boston, Fall River, Holyoke, Lawrence, Lowell, Lynn, New Bedford, Springfield and Worcester. The site provides information about the first group of 35 "Level 4" schools and the nine urban public school districts in which they are located, with a focus on supports and incentives for teachers who work in those systems.

June 2010

The Board of Elementary and Secondary Education approved regulations on virtual innovation schools

The Board approved new regulations, [603 CMR 48.00](#), governing innovation and virtual innovation schools in June. Innovation schools were established by the Legislature as part of the Act Relative to the Achievement Gap, and are public schools operating within a school district with increased autonomy and flexibility to improve school performance and student achievement.

The innovation schools statute directed the Board to promulgate regulations in particular to guide the creation and operation of virtual innovation schools.

A significant portion of the new regulation focused on the development of virtual innovation schools, defined as schools whose students receive 80 percent or more of their academic instruction on-line at a location other than a public school building. Although many Massachusetts high schools offer individual on-line courses to their students as an adjunct to classroom instruction, this represented the state's first foray into the world of full-time virtual schools. At least one Massachusetts school district (Greenfield) was eager for the regulations to be passed, as they had already begun planning to open the state's first virtual school in the Fall of 2010.

Commissioner Chester endorsed the concept of virtual schools as having significant potential for students who, for a variety of reasons, are not able to be well-served in traditional bricks-and-mortar schools. That said, he noted that they are a work in progress, and we will need to carefully monitor and evaluate their performance. The new regulations gave the Department the authority to require additional reporting from virtual schools, and Commissioner Chester pledged to provide the Board with an annual report on the schools' progress as they are opened.

The Board of Elementary and Secondary Education solicited public comment on regulations on bullying prevention and intervention

An Act Relative to Bullying in Schools (Chapter 92 of the Acts of 2010), was signed into law on May 3, 2010. It created a new statute, G.L. c. 71, §37O, which requires each school district, charter school, non-public school, approved day or residential school, and collaborative school to develop and implement a plan to address bullying prevention and intervention. The plan must cover ten required elements, including procedures for students and others to report bullying and retaliation to school authorities and procedures for schools to respond, investigate, and take disciplinary action as appropriate.

One of the required elements of the school's bullying prevention and intervention plan concerns notification to parents/guardians and, under certain circumstances, to law enforcement. The statute directs the Board of Elementary and Secondary Education to promulgate regulations relating to the principal's duties under this element, specifically:

- notification to the parent or guardian of the victim and the perpetrator of a report of bullying or retaliation, of the school's procedures for investigating the report, and of the action the school will take to prevent further bullying, and
- notification to law enforcement of bullying or retaliation, when the perpetrator's conduct may result in criminal charges.

The law further provided that the Board must promulgate the regulations by September 30. The Board voted to solicit public comment on the proposed regulations.

July 2010

The Board of Elementary and Secondary Education adopted the Common Core State Standards

The BESE voted unanimously to adopt the Common Core Standards in English language arts (ELA) and mathematics in July, making Massachusetts the 27th state to adopt the internationally benchmarked academic standards that promise to keep the Commonwealth's students national leaders in education.

Launched in June 2009, the Common Core State Standards Initiative was designed to develop and implement a single set of national standards in ELA and mathematics to define what every student should know and be able to do in order to be fully ready for post-secondary education or a successful career. Curriculum experts and educators from across the Commonwealth played a leading role in the development and review of the standards by reviewing and submitting

comments on drafts throughout the development process to ensure that the expectations set in the final versions met or exceeded the state's strong standards for students.

The Board discussed the adoption of the standards at four meetings over the course of the 2009-2010 school year, and sought public comment while engaging department staff, outside experts, district curriculum leaders and teachers in a process involving analysis and feedback.

Board members also closely reviewed reports from national organizations that reviewed the standards, and heard from external review teams of Massachusetts educators and academics assembled by the Department of Elementary and Secondary Education who did their own analysis.

Summary of major competitive grant awards received in 2009, 2010

This past year the Commonwealth was awarded \$364 million in competitive grants for elementary and secondary education, ranging from \$13 million to develop a longitudinal data system to \$250 million to implement statewide reform through Race to the Top. The state will also benefit from a more than \$185 million grant awarded to the Partnership for the Assessment of Readiness for College and Careers. The awards included:

- ***Race to the Top \$250 million: Awarded August 24, 2010***

Massachusetts was the highest-scoring state of the 12 that received Race to the Top grant awards in 2010. The highly-competitive, \$4.35 billion grant program was launched by the Obama Administration to assist states in implementing aggressive education reform strategies to turn around low performing schools and support world-class teaching and learning. The successful Massachusetts proposal included strategies to:

- Attract, develop and retain an effective, academically capable, diverse and culturally competent educator workforce to ensure every student is taught by a great teacher and every school and district is led by a great leader;
- Provide curricular and instructional resources to equip every educator with the tools necessary to promote and support student achievement;
- Concentrate great instruction and supports for educators, students and families in the lowest performing schools and districts to create the conditions needed for improved student achievement; and
- Increase dramatically the number of students who graduate from high school ready for college and career.

Large, small, urban, suburban and rural districts from across the Commonwealth, representing more than two-thirds of the state's districts, agreed to implement the initiatives outlined in the state's RTTT application. In all, these 275 participating communities and schools represent 74 percent of K-12 students across the Commonwealth and 88 percent of the state's low-income students.

- ***School Improvement Grants: \$59 million***

Twelve schools in Boston, Chelsea and Springfield will receive more than \$27 million in federal funding over the next three years to implement redesign plans aimed at dramatically improving student achievement. These grant awards are the first phase of federal support to help transform and improve underperforming schools.

Massachusetts has received a total of nearly \$59 million for the federal School Redesign Implementation grant program, and expects to receive additional funding for future grant opportunities. Districts with the so-called "Level 4" schools were invited to participate in the competitive process. To apply, districts had to develop proposals detailing how they

would use the funds to adopt and implement one of four federally developed redesign models to improve student learning.

A total of 16 eligible schools submitted complete applications, and following a comprehensive review process, 12 schools were selected for funding. Under the federal methodology, 100 schools were eligible, including 33 of the state's 35 Level 4 schools. Additional schools are expected to apply for the second round of funding in early winter, after they have submitted their School Turnaround plans to the Commissioner, as required by the landmark education reform law signed by Governor Patrick in January 2010. Boston was able to use an expedited process allowed under this law to get their plans submitted early.

In all, the 12 schools selected in the first round serve more than 7,000 students - 88 percent are low income, 26 percent are limited English proficient and 20 percent are students with disabilities. Each school will adopt one of the four federally developed turnaround plans indicated in their proposal.

▪ ***Teacher Incentive Fund: \$27 million***

Massachusetts will receive \$27 million over the next five years through the federal Teacher Incentive Fund (TIF) to attract and retain great teachers and leaders in 22 high-need schools in Boston and Springfield. Lessons learned from these schools will inform ongoing efforts to support low performing schools statewide. The U.S. Department of Education awarded TIF grants to 62 projects nationwide, including 9 state-sponsored applications.

The Massachusetts "Amazing Educators" initiative was designed to enhance the states efforts to attract, support, evaluate, compensate and retain high quality educators in 22 low performing turnaround schools in Boston and Springfield. Lessons learned from the work in these schools will be scaled to support efforts to design a performance-based compensation system in other schools within the districts and eventually, statewide.

The award builds on a number of other high-leverage state strategies currently underway to strengthen educator effectiveness, and turn around the lowest performing schools in the Commonwealth's two largest urban districts. The work builds on the Achievement Gap Act of 2010, which aimed to turn around low-performing schools; a new state Framework for District Accountability and Assistance; a Task Force on the Evaluation of Teachers and Administrators that was charged in May 2010 with recommending changes to the state evaluation system by the end of January 2011; and additional initiatives funded by through Race to the Top.

▪ ***Dropout Prevention Grant: \$15 million***

Massachusetts will receive \$15 million over the next five years through the federal High School Graduation Initiative (HSGI) to support statewide and local efforts for high school dropout prevention, intervention, and recovery. The Massachusetts grant will focus on the

133 high schools throughout the Commonwealth that exceeded the statewide annual dropout rate of 2.9 percent in the 2008-09 school year.

The U.S. Department of Education awarded HSGI grants to just 29 projects nationwide out of a total of 184 applicants. Massachusetts and Colorado were the only state education agencies to receive the grant.

Through the recent work of the [Massachusetts Dropout Prevention and Recovery Commission](#), Massachusetts now has the overall goal of reducing the statewide dropout rate to 1.7 percent by the 2013-14 school year. The purpose of the Massachusetts HSGI project is to work toward this goal by embracing the local-control elements of the education system in Massachusetts, while also implementing state-level support to add value to local activities, in order to substantially increase the number of students who earn a high school diploma. This will be accomplished through the dissemination of best practices and a mutual sharing of needs statewide.

The HSGI grant will engage the 133 targeted high schools in the process of conducting a careful analysis to identify their at-risk students and implement and strengthening strategic dropout prevention, intervention, and recovery approaches. Massachusetts will collaborate with schools to assist them in implementing the highest quality interventions through technical assistance, training, and the exchange of promising practices.

- ***Longitudinal Data System: \$13 million***

The statewide longitudinal data systems (SLDS) grants are funded through the American Recovery and Reinvestment Act (ARRA) of 2009. Last year, Congress expanded the program to include not only K-12 data systems, but also provide links with pre-K, postsecondary, and workforce data, allowing states to match teachers to students while protecting student privacy and confidentiality consistent with applicable privacy protection laws.

The Massachusetts proposal called for an expansion of the state's Data Warehouse to provide all 80,000 of the Commonwealth's educators with access to more timely and comprehensive data on student performance. This will be used to target instruction to meet the individual needs of students and close performance gaps. This is the second year Massachusetts has been awarded an LDS grant; in 2009 the state was awarded \$6 million.

- ***Partnership for the Assessment of Readiness for College and Careers (PARCC): \$185.9 million***

Massachusetts will play a leadership role in a multi-state consortium awarded federal Race to the Top funding in September to develop new and more rigorous assessment systems designed to measure college and career readiness, while remaining committed to maintaining high standards and expectations and strengthening the Massachusetts Comprehensive Assessment System (MCAS).

These new tests will be aligned to the Common Core State Standards in English language arts and mathematics, which were adopted by the Board of Elementary and Secondary

Education in July, after concluding that the standards were more demanding than the state's existing frameworks.

Commissioner Chester will lead PARCC's governing board to ensure that the assessments developed are more rigorous and challenging than the state's current assessment program in English language arts and mathematics, and to build on the high expectations and strong accountability already established in Massachusetts. Throughout the development process, Massachusetts will continue to administer the Massachusetts Comprehensive Assessment System (MCAS) exams to measure student achievement, assess the strength of schools and districts, design targeted support and as a graduation requirement for students.

The goal of PARCC is to create an assessment system that will ensure students graduate from high school college- and career-ready. The proposed assessment system will be computer-based and will measure student progress at key times during the school year, rather than on one paper-and-pencil test, allowing for instructional adjustment and extra support to students as needed. To ensure college and career alignment, nearly 200 higher education systems and institutions in PARCC states have agreed to help develop the new high school tests.

The 11 governing states that will lead PARCC in assessment development are: Arizona, the District of Columbia, Florida, Illinois, Indiana, Louisiana, Maryland, Massachusetts, New York, Rhode Island and Tennessee. The other participating states are Alabama, Arkansas, California, Colorado, Delaware, Georgia, Kentucky, Mississippi, North Dakota, New Jersey, Ohio, Oklahoma, Pennsylvania, and South Carolina. Florida will serve as PARCC's fiscal agent, and Washington, D.C.-based Achieve, Inc. will play a key role in coordinating the work of the Partnership.

Board of Elementary and Secondary Education Meeting Summary 2009-2010

August 2009

- The Board held a special meeting at Bridgewater State College (BSC). Chair Banta welcomed new student member Michael D’Ortenzio Jr of Wellesley to his first official Board meeting.
- Commissioner Chester provided an update on the state education budget and the federal stimulus funding for education.
- In May the Board voted to adopt an emergency amendment to have a transition period for a qualifying score on the Mathematics portion of the General Curriculum MTEL test. The commissioner provided Board members with comments received on the regulation. The commissioner recommended that the Board adopt the regulation on a permanent basis. The Board voted to adopt the regulation.
- The Board held its annual planning retreat.
- The Board reflected on a survey that was administered and focused on what issues are important for the Board to discuss.
- The Board discussed what they would like to know and what kind of information they would like to have.
- The Board looked at its four organizational priorities and discussed how it should move forward this year.

September 2009

- The Board held a special meeting to hear a report of the Board planning committee, which met and talked about what was discussed at the August 2009 Board retreat. The Board also heard a presentation from Associate Commissioner David Haselkorn on educator effectiveness.
- Chair Banta appointed Board members Gerald Chertavian, Michael D’Ortenzio Jr., Tom Fortmann, Jeff Howard, and Ruth Kaplan to serve with her on the Board’s budget committee.
- Board member Jeff Howard provided an update on the work of the Proficiency Gap Committee, which he chairs.
- During public comment, eight individuals addressed the Board on the Gloucester Community Arts Charter School.
- This meeting was the annual meeting of the Board, at which Harneen Chernow was elected vice-chairperson.
- Commissioner Chester recommended changes in the regulations on charter schools related to three areas: (1) the recommendations of the co-chairs of the Joint Committee on Education around census, Board member attendance at public hearings, and location of public hearings; (2) proposed changes to the Board’s process for deliberating on charter school decisions; and (3) additional recommendations for amendments to regulations to improve the accountability system for charter schools. The Board adopted the motion as amended and sent out the regulations for public comment.

- Commissioner Chester provided an overview of the statewide 2009 MCAS results.
- Commissioner Chester recommended that the Board take two actions related to school and district accountability redesign: (1) to approve proposed amendments to the current regulations on underperforming schools and districts; and thereby launch a public comment period; and (2) to allow the Department to proceed with two major reviews at two charter schools that fall within the same nine-month period. The Board adopted both motions.
- Commissioner Chester provided an overview of the state's Race to the Top application.
- Commissioner Chester provided an overview of the process and timelines for the FY 2011 budget.
- Commissioner Chester presented proposed appointments and reappointments of members of the Board's advisory councils and the councils' annual reports.

October 2009

- The Board held a special meeting to hear about the state's preparations related to its planned application for Race to the Top funding.
- Board member Jeff Howard provided an update on the work of the Proficiency Gap Committee.
- During public comment, two individuals addressed the Board on Race to the Top.
- Commissioner Chester and Department staff presented an overview of the college and career web portal.
- Commissioner Chester and Associate Commissioner Robert Bickerton presented an overview of the state's growth model.
- Vice Chair Chernow provided an overview of the prior evening's special meeting on the state's Race to the Top application.
- Vice Chair Chernow thanked the members of the budget committee – Maura Banta, Tom Fortmann, Ruth Kaplan, Gerald Chertavian, Jeff Howard, Michael D'Ortenzio Jr. – which met last week. The Board discussed the FY 2011 budget proposal.
- The Board voted to adopt the proposed appointments and reappoints to the Advisory Councils.
- The Board heard a presentation on the Graduation and Dropout Prevention and Recovery Commission.

November 2009

- The Board held a special meeting on November 7th at Gloucester City Hall to reach a common understanding of the options available to the Board with respect to the charter that has been granted to the Gloucester Community Arts Charter School.
- The Board held a special meeting on November 16th to discuss and process what it heard at the November 7th special meeting in Gloucester. The Board discussed what action it should take at the November 17th regular meeting regarding the Gloucester Community Arts Charter School.
- During public comment at the November 17th regular meeting, 13 individuals addressed the Board, including 11 individuals who spoke about the Gloucester Community Arts Charter School, and two individuals who spoke about the budget.

- The Board adopted a motion stating that, having reviewed and considered all issues that have been presented about the charter granted to the Gloucester Community Arts Charter School, it concluded that the issues do not provide grounds for revocation of the charter. The Board also directed the commissioner to offer technical assistance to the Gloucester Public Schools and the Gloucester Community Arts Charter School to promote the success of all educational options for the children of Gloucester.
- The Board voted to adopt the guiding principles for the FY 2011 education budget as recommended by the Board's budget committee and the Commissioner, and authorized the Commissioner to transmit those recommendations to the Secretary of Education.
- The Board voted to adopt amendments to the charters for the following nine schools: Amesbury Academy Charter Public School (grade span); Martin Luther King, Jr., Charter School of Excellence (maximum enrollment); Mystic Valley Regional Charter School (maximum enrollment); Prospect Hill Academy Charter School (grade span); Sturgis Charter Public School (maximum enrollment); Academy of the Pacific Rim (maximum enrollment); Boston Preparatory Charter Public School (maximum enrollment); Codman Academy Charter Public School (maximum enrollment); and Edward W. Brooke Charter School (maximum enrollment).
- The Board voted to approve the appointment of an additional member to the School and District Accountability and Assistance Advisory Council to fill a recent vacancy.
- Commissioner Chester presented an update on Race to the Top that included a summary of the final guidance, an update on stakeholder engagement, and a review of the conceptual framework and cornerstone initiatives.
- Chair Banta asked Board member Sandra Stotsky to provide an update on the work of the National Validation Committee, on which she serves.
- Commissioner Chester discussed proposed changes to the statewide graduation rate targets. The commissioner said he would present his recommendation to the Board at its December meeting.

December 2009

- During public comment, seven individuals addressed the Board on topics including charter schools, child protection teams, and regional school transportation.
- Commissioner Chester discussed the Department's partnership with WGBH.
- The Board adopted amendments to the charter school regulations, 603 CMR 1.00, in response to the Joint Committee on Education's hearing on the Gloucester Community Arts Charter School approval process in early June and issues that arose around census data, Board members' attendance at charter public hearings, location of public hearings, and waiver of regulations.
- The Board voted to renew the charter of Boston Renaissance Charter Public School and an extension of the terms of probation. Commissioner Chester announced that he would ask the Board to vote not to renew the charter of Lowell Community Charter Public School at its January meeting for failing to make sufficient academic progress.
- Commissioner Chester said he would ask the Board to vote its intent to revoke the charter of Robert M. Hughes Academy Charter Public School at its January 2010 meeting.
- The Board approved an amendment request by KIPP Academy Lynn Charter School to add grades 9-12 and increase its enrollment.

- The Board voted to remove Benjamin Banneker Charter Public School from probation because it had met the condition imposed on its charter in February 2009.
- Joe Esposito, chair of the Advisory Council on School and District Accountability and Assistance, provided an update to the Board on the council's work.
- Deputy Commissioner Karla Baehr discussed proposed amendments to regulations on underperforming schools, pending state legislation, and other developments. Deputy Commissioner Baehr made a presentation on the methodology for identifying Level 4 schools.
- Board member Sandra Stotsky, who serves as a member of the National Validation Committee, provided an update and said that drafts of complete sets of the Common Core State Standards Initiative (CCSSI) standards are due to be released in mid-January.
- The Board approved the following minimum graduation rate standard as the required Adequate Yearly Progress (AYP) target for 2010 AYP determinations: (1) a four-year graduation rate of 70 percent applied to the 2009 graduation cohort; or (2) a five-year graduation rate of 75 percent applied to the 2008 graduation cohort; or (3) a two percentage point increase in the four-year graduation rate from the 2008 cohort to 2009 cohort.
- Commissioner Chester provided an update to Board members on the Department's ongoing work on the federal Race to the Top application.

January 2010

- The Board held a special meeting focused on three items: (1) a mid-year review of the Board's priorities and processes and an update on educator effectiveness; (2) an overview of the state's recently submitted Race to the Top application; and (3) an update on the Common Core standards initiative.
- Chair Banta asked Board member Jeff Howard to provide an update on the work of the Proficiency Gap Committee.
- During public comment, 15 individuals addressed the Board on charter school matters.
- As recommended by Commissioner Chester, the Board voted its intent to revoke the public school charter granted to the Robert M. Hughes Academy Charter School effective June 30, 2010.
- Representatives of the Lowell Community Charter Public School were invited to address the Board in response to the commissioner's recommendation at the December 2009 meeting not to renew the school's charter.
- Secretary Reville presented an overview of the new state education reform legislation.
- The Board voted to solicit public comment on the proposed amendment to the Regulations on Underperforming Schools and Districts, 603 CMR 2.00.
- General Counsel Rhoda Schneider reviewed the key points in the Inspector General's report on the Gloucester Community Arts Charter School. Commissioner Chester said although he disagrees with the Inspector General's conclusions, he was determined from the start that the Department needed to learn what it could from the IG's report. The commissioner said there are ways to tighten up the language of our documents and our processes to minimize the likelihood of misunderstanding. The commissioner noted that the charter school regulations have already been revised and will be amended further in light of the new law. The Department will clarify documents to eliminate ambiguities. From now on, the Board will

receive a written summary of all evaluations of charter applications by the Charter School Office.

- The Board voted to renew the charter for Lowell Middlesex Academy Charter School with conditions.

February 2010

- During public comment, five individuals addressed the Board on Lynn Preparatory Charter School, six individuals addressed the Board on Spirit of Knowledge Charter School, and one individual addressed the Board on Lowell Community Charter Public School.
- Commissioner Chester said while he continued to believe that the application for the Lynn Preparatory Charter School is strong, he pulled his recommendation for this proposed charter because legal questions have been raised about whether it meets the provision in the law that prohibits conversion of a private school to a public charter school.
- The Board voted to solicit public comment on the proposed Regulations on School and District Accountability and Assistance, 603 CMR 2.00.
- Commissioner Chester showed a video clip to preview the upcoming launch of the new WGBH series, "High School Quiz Show," which premieres on Monday, March 22, 2010 at 7:30 p.m. on Channel 2.
- The Board voted to grant a charter to Spirit of Knowledge Charter School.
- Commissioner Chester presented his recommendation to grant a probationary renewal with conditions of the charter for Lowell Community Charter Public School. The Board voted to grant a probationary renewal with conditions for Lowell Community Charter Public School.
- The Board approved to approve an amendment to the charter granted to the Advanced Math and Science Academy Charter School to increase enrollment and grades served.

March 2010

- The Board held a special meeting on the Common Core standards to hear directly from Massachusetts educators on the draft standards.
- Chair Banta asked Board member Beverly Holmes to provide an update on the National Association of State Boards of Education (NASBE) Structure of Schools study group, which Ms. Holmes serves on.
- Chair Banta asked Board member Jeff Howard to provide an update on the work of the Proficiency Gap Committee.
- Commissioner Chester thanked Susan Pimentel and Jason Zimba, both of whom serve on the Common Core writing teams, for attending the meeting and addressing the Board on their work.
- During public comment, one individual addressed the Board on the results of a federally-funded study on the positive effects of a teacher coaching model on K-12 literacy achievement.
- Commissioner Chester said that one of the conditions for school effectiveness relates to healthy schools, and it was timely to provide the Board with an update on the work of the Children's Behavioral Health Task Force. Associate Commissioner John Bynoe presented an overview of the work of the Task Force, which was established under a 2008 state law, Act

Relative to Children's Mental Health, and submitted a Behavioral Health and Public School Interim Report to the legislature in December 2009.

- The Board voted to solicit public comment on the proposed amendments to the Regulations on Charter Schools, 603 CMR 1.00, as presented by the commissioner.
- The Board adopted the regulations on the placement of schools in Level 4 as revised based on the Department's further review and public comment.

April 2010

- The Board held its regular meeting at Nashoba Valley Technical High School in Westford.
- Chair Banta appointed members to a committee on the commissioner's evaluation, which will be chaired by Vice-Chair Chernow and includes Chair Banta, Dr. Fortmann, Ms. Kaplan, and Ms. Holmes.
- During public comment, two individuals addressed the Board on English language learners and regionalization.
- Commissioner Chester provided the Board with an update on school district regionalization, consolidation, and collaboration.
- The Board voted to solicit public comment on the proposed Regulations on Innovation Schools, 603 CMR 48.00.
- The Board voted to adopt the Regulations on Accountability and Assistance for School Districts and Schools, 603 CMR 2.00, as presented by the Commissioner. The regulations replace the current Regulations.
- Dr. Elizabeth Englander, a professor of psychology at Bridgewater State College and the director of the Massachusetts Aggression Reduction Center (MARC), addressed the Board on issues and initiatives around bullying prevention and intervention and anticipated state legislation on bullying.
- Board member Jeff Howard presented the report of the Proficiency Gap Task Force, and said it would be further discussed at a special meeting in May.
- Commissioner Chester provided an update on the state's Round 2 Race to the Top application.

May 2010

- The Board held a special meeting to take a final vote to revoke the charter of the Robert M. Hughes Academy Charter Public School and to discuss the report of the Proficiency Gap Task Force.
- The Board held its regular meeting at Wellesley High School in honor of Michael D'Ortenzio Jr., a senior at the high school who as chair of the State Student Advisory Council served as a member of the Board during the 2009-2010 session.
- Chair Banta presented a citation to Mr. D'Ortenzio Jr. on behalf of the Board recognizing his excellent service during the 2009-2010 Board session.
- During public comment, 16 individuals addressed the Board on charter schools, Race to the Top, and global education.
- The Board recapped the previous night's special meeting discussion on the report of the Proficiency Gap Task Force.

- Commissioner Chester provided an update on the state's Phase 2 Race to the Top application, which is due on June 1.
- The Board voted to direct the commissioner to establish a Task Force on Evaluation of Teachers and Administrators.
- Commissioner Chester provided an update on the Common Core standards.
- Commissioner Chester provided an update on the state's intent to join a consortium to develop and implement common assessments that are aligned with the Common Core standards. The purpose of the Partnership for the Assessment of Readiness for College and Career (PARCC) is to increase the quality and efficiency of states' summative assessment systems.
- The Board voted to authorize the commissioner to act on behalf of the Board in approving the management contract for Lowell Community Charter Public School following his legal and technical review of the contract and a vote by the school's board of trustees.
- The Board having solicited and reviewed public comment voted to adopt the amendments to the Charter School Regulations, 603 CMR 1.00, as presented by the commissioner.

June 2010

- During public comment, eight individuals addressed the Board on Model United Nations and gifted and talented education.
- Chair Banta on behalf of the Board congratulated Michael D'Ortenzio Jr. on his re-election as chair of the State Student Advisory Council.
- Commissioner Chester welcomed WGBH President and CEO Jon Abbott, WGBY-Springfield Vice President and General Manager Rus Peotter, and WGBH Executive Producer of "High School Quiz Show" Hillary Wells. Mr. Abbott congratulated students from Longmeadow High School and their Assistant Principal Paul Dunkerley and presented them with their "High School Quiz Show" championship trophy.
- The Board voted to approve the commissioner's performance rating of "Meritorious" as recommended by the Board's committee.
- The Board voted to solicit public comment on the proposed Regulations on the Anti-Bullying Law, 603 CMR 48.00, as presented by the Commissioner.
- The Board voted to adopt the Regulations on Innovation Schools, 603 CMR 48.00, as presented by the Commissioner. The proposed regulations implement the statute on innovation schools, M.G.L. c. 71, § 92, added by section 8 of chapter 12 of the acts of 2010.
- The Board voted to adopt the schedule of regular meetings for the 2010-2011 session.
- Secretary Reville and Executive Office of Education (EOE) Policy Analyst Saeyun Lee made a presentation to the Board on Readiness Centers.
- Commissioner Chester provided an update on the final FY 2011 budget, which was in conference.
- Commissioner Chester presented an update on the final version of the Common Core Standards.
- Commissioner Chester said the U.S. Department of Education has allocated \$350 million to support consortia of states to develop common assessments of two kinds: grades 3-8 and high school; and solely high school. The commissioner said that Massachusetts is participating in two consortia – the Partnership for Assessment of Readiness for College and Careers (PARCC) and the State Consortium on Board Examination Systems (SCOBES).

Commissioner Chester said he was selected to chair the PARCC consortium, and that the state's participation will require more demanding academic performance of our students.

Education Related Laws Enacted 2009-2010

Education Reform

Chapter 12 of the Acts of 2010, An Act Relative to the Achievement Gap (<http://www.malegislature.gov/Laws/SessionLaws/Acts/2010/Chapter12>) approved by the Governor on January 19, 2010, makes comprehensive changes in three major areas of education law: 1) intervention strategies to improve underperforming and chronically underperforming schools and districts, including turnaround plans with the involvement of local stakeholders, and defined authority for school and district leaders, the Commissioner, and the Board of Elementary and Secondary Education in these schools and districts; 2) raising the cap on charter schools in a limited number of low performing districts, as well as a number of changes in the chartering process; and 3) innovation schools as a local option under the authority of local school leaders, to provide for innovative educational programs with flexibility within the structure of the traditional public school.

For more information on underperforming and chronically performing schools and districts please refer to the Framework for District Accountability and Assistance and related links at <http://www.doe.mass.edu/sda/framework/level4/>.

For additional related information on charter schools please see the following:
Charter School Finance <http://finance1.doe.mass.edu/charter/>; and
Charter Developer Information <http://www.doe.mass.edu/charter/new/>.

For additional information on innovation schools please refer to the following:
Using Innovation to Promote Academic Achievement at
<http://www.doe.mass.edu/redesign/innovation/factsheet.doc>; and
Frequently Asked Questions and Answers at
<http://www.doe.mass.edu/redesign/innovation/faq.doc>.

Vocational Education

Chapter 24 of the Acts of 2010, An Act Relative to Vocational Education (<http://www.malegislature.gov/Laws/SessionLaws/Acts/2010/Chapter24>), approved by the Governor on February 9, 2010, authorizes the Commissioner to approve the establishment of two pilot vocational-technical education programs in criminal justice by the Greater New Bedford Regional Vocational Technical High School and Quincy High School. The Department shall report to the legislature its recommendations regarding the feasibility and costs of establishing criminal justice as a vocational-technical education program by June 30, 2013.

City of Lawrence Financial Stability

Chapter 58 of the Acts of 2010, An Act Providing for the Financial Stability of the City of Lawrence (<http://www.malegislature.gov/Laws/SessionLaws/Acts/2010/Chapter58>), approved by the Governor on March 31, 2010, includes the Lawrence school committee and school department in addressing and managing the city's fiscal challenges; and requires the fiscal overseer to recommend sound fiscal policies for implementation, supervise all financial services and activities, provide assistance in all matters related to municipal financial affairs, approve the

annual or supplemental budgets of the school committee. There is consolidation of the business and financial operations and functions of the school department with those of the city. The finance control board has authority over municipal fiscal affairs explicitly including the school committee and school department.

Clapp School Land

Chapter 71 of the Acts of 2010, An Act Relative to the Use of a Parcel of Land in the City of Woburn for Recreational Purposes

(<http://www.malegislature.gov/Laws/SessionLaws/Acts/2010/Chapter71>), approved by the Governor on April 9, 2010, specifies that the land commonly known as the Clapp School and surrounding fields are under the authority of the Woburn recreation commission with the provision that the Woburn school committee retains control and custody for educational purposes until the newly constructed Goodyear School is completed, all students have been reassigned, and a vote is taken to determine whether the property is necessary for educational purposes.

Supplemental Budget

Chapter 86 of the Acts of 2010, An Act Making Appropriations for Fiscal 2010,

(<http://www.malegislature.gov/Laws/SessionLaws/Acts/2010/Chapter86>), approved by the Governor on April 28, 2010, includes among its provisions a reduction of the charter school reimbursement line-item by \$4.5 million.

Anti-Bullying Law

Chapter 92 of the Acts of 2010, An Act Relative to Bullying in Schools,

(<http://www.malegislature.gov/Laws/SessionLaws/Acts/2010/Chapter92>), approved by the Governor on May 3, 2010, requires each school district, charter school, non-public school, Department of Elementary and Secondary Education approved special education school and collaborative school to create a Bullying Prevention and Intervention Plan that prohibits bullying, cyberbullying, and retaliation, and requires the Department to have a model plan for districts to use as a blueprint for developing the local plan. Student and staff handbooks must include a summary of the relevant sections of the Plan. School districts must also give parents and guardians annual written notice of the student-related sections of the local Plan. All schools and school districts must implement, for all school staff, professional development that includes developmentally appropriate strategies for bullying prevention and intervention, research findings on bullying, and information on cyberbullying and internet safety. For more information, see: www.doe.mass.edu/ssce/bullying/memo_100920.html.

Millbury School Bill

Chapter 103 of the Acts of 2010, An Act Authorizing the Town of Millbury to Pay a Certain Unpaid Bill, (<http://www.malegislature.gov/Laws/SessionLaws/Acts/2010/Chapter103>), approved by the Governor on May 12, 2010, allows the treasurer of the town of Millbury to pay, from school department appropriations, a contractor for the installation of light poles and fixtures at Windle field. (See Chapter 136 below for amended law to use 2009 funds, not 2010 as stated in this chapter.)

Civil Service Exemptions

Chapter 109 of the Acts of 2010, An Act Exempting Certain Employees in the Town of Brookline from Civil Service Laws

(<http://www.malegislature.gov/Laws/SessionLaws/Acts/2010/Chapter109>), approved by the Governor on May 20, 2010, states that no position in the town of Brookline, including the school department, shall be a civil service position except police officers and firefighters.

Supplemental Budget

Chapter 112 of the Acts of 2010, An Act Making Appropriations for Fiscal Year 2010,

(<http://www.malegislature.gov/Laws/SessionLaws/Acts/2010/Chapter112>), approved by the Governor on May 22, 2010, includes among its provisions, pension amendments relating to the State-Boston retirement system on behalf of teachers who are members of that system. For more information, please contact the Teachers Retirement System.

Punchard Free School

Chapter 129 of the Acts of 2010, An Act Relative to the Punchard Free School in Andover

(<http://www.malegislature.gov/Laws/SessionLaws/Acts/2010/Chapter129>), approved by the Governor on June 28, 2010, amends the board of trustees provision of the Punchard Free School upon the approval by the Essex division of the probate and family court department of the trial court and consideration of the will of the late Benjamin Hanover Punchard. There shall be five trustees who are residents of Andover to be elected by voters who are residents of Andover for a term of three years.

Essex North Shore Agricultural and Technical School

Chapter 130 of the Acts of 2010, An Act Relative to the Essex North Shore Agricultural and Technical School, (<http://www.malegislature.gov/Laws/SessionLaws/Acts/2010/Chapter130>), approved by the Governor on June 29, 2010, makes technical changes to the Essex Agricultural and Technical High School and dissolves the North Shore Vocational Regional School and the Essex Agricultural and Technical High School which cease to exist on July 1 preceding the opening of the Essex North Shore Agricultural and Technical School. The temporary oversight board is dissolved and ceases to exist. There are provisions regarding the commissioner's certification of votes; relative to becoming a member municipality; the initial meeting of the school committee; employee rights as a result of the merger; and special state employee disclosure.

Annual budget

Chapter 131 of the Acts of 2010, An Act Making Appropriations for Fiscal Year 2011

(<http://www.malegislature.gov/Laws/SessionLaws/Acts/2010/Chapter131>), approved by the Governor, in part, on June 30, 2010, decreased appropriations to education accounts overall from FY 2010 to FY 2011. See the following for details:

http://www.doe.mass.edu/boe/docs/0910/item7_budget.pdf.

In outside sections of the budget there are other provisions of educational interest:

The Bureau of Special Education Appeals is transferred to the Division of Administrative Law Appeals and the Department retains its responsibilities and authority under federal law; a memorandum of understanding between the commissioner of Elementary and Secondary

Education and the chief administrative magistrate of the Division of Administrative Law Appeals will set forth the obligations of their respective organizations in carrying out the duties and responsibilities. An eight member Bureau of Special Education Appeals Advisory Council is also established.

In the event of a charter school closing or eliminating grade levels as required by the board, the school district shall retain chapter 70 allotments for the students who attended those grade levels in the previous year.

The state will transfer the state foundation budget per pupil from the local school district to a Recovery High School for students attending a Recovery High School.

Federal grant funds in 7061-0004 and 7061-0005 distributed to school districts in FY 2011 through the State Fiscal Stabilization Fund shall not be subject to indirect charges; school districts shall contribute to appropriate pension funds.

Upon request of a municipality the Department of Revenue may recalculate the minimum required local contribution based on criteria set forth in the outside section.

Requires the Department of Elementary and Secondary Education to develop a plan for a municipality that has enrolled more than 25 students displaced by an earthquake since January 2010, including the per pupil cost and the per pupil cost of counseling and interpretive services, by December 31, 2010.

Regional School District Budgets

Chapter 134 of the Acts of 2010, An Act Relative to Regional School District Budgets (<http://www.malegislature.gov/Laws/SessionLaws/Acts/2010/Chapter134>), approved by the Governor on June 30, 2010, allows for a city or town whose FY08 actual local contribution was lower than the amount calculated in one-time adjustment to appeal to the Department of Revenue as prescribed.

Amendment to Chapter 103

Chapter 136 of the Acts of 2010, An Act Making a Corrective Change Relative to the Town of Millbury and Payment of a Certain Bill (<http://www.malegislature.gov/Laws/SessionLaws/Acts/2010/Chapter136>), approved by the Governor on June 30, 2010, amends Chapter 103 of the Acts of 2010 by changing the fiscal year from 2010 to 2009.

Bristol County Agricultural School

Chapter 161 of the Acts of 2010, An Act Authorizing the Bristol County Commissioners to Borrow Money for the Repair of Sewer Extension Facilities at the Bristol County Agricultural High School, (<http://www.malegislature.gov/Laws/SessionLaws/Acts/2010/Chapter161>), approved by the Governor on July 15, 2010, authorizes the Bristol County Commissioners to borrow \$1.1 million for the repair of sewer extension facilities at the Bristol County Agricultural High School.

Land Easement and Conveyance in Andover

Chapter 162 of the Acts of 2010, An Act Authorizing the Granting of Easements and the Conveyance of Certain Land in the Town of Andover

(<http://www.malegislature.gov/Laws/SessionLaws/Acts/2010/Chapter162>), approved by the Governor on July 15, 2010, authorizes the board of selectmen, and the conservation commission of Andover and the school committee of the Greater Lawrence Regional Vocational Technical High School to grant and accept easements in real estate and convey and accept conveyances of real estate in consultation and agreement with the trustees of Phillips Academy; the parties may enter into agreements or ratify existing agreements with the trustees of Phillips Academy.

Safety Regulations for School Athletic Programs

Chapter 166, An Act Relating to Safety Regulations for School Athletic Programs

(<http://www.malegislature.gov/Laws/SessionLaws/Acts/2010/Chapter166>), approved by the Governor on July 19, 2010, requires the Department of Public Health to direct the division of violence and injury prevention to develop an interscholastic athletic head injury safety training program; all public schools and any school subject to the Massachusetts Interscholastic Athletic Association rules must participate in the training. Participation is required annually of coaches, trainers and parent volunteers for any extracurricular athletic activity; physicians and nurses who are employed or volunteer to assist with an extracurricular athletic activity; school athletic directors; directors responsible for a school marching band; and a parent or legal guardian of a child who participates in an extracurricular athletic activity. The superintendent of the school district or the director of a school shall maintain complete and accurate records of the district's or school's compliance with requirements prescribed within the law.

Municipal Relief

Chapter 188, An Act Relative to Municipal Relief

(<http://www.malegislature.gov/Laws/SessionLaws/Acts/2010/Chapter188>), approved by the Governor on July 27, 2010, addresses several areas of municipal operations including the following related to public education:

- In a local ballot question, the officers of a school committee may be principal proponents or opponents of a ballot question.
- In a school building project, debt can be incurred up to 30 years (an increase of 5 years).
- In major school renovation projects, debt incurred shall be payable within 30 years; no debt shall be longer than the maximum useful life of the project being financed.
- A regional school district stabilization fund may be appropriated by vote of two-thirds of all of the members of the regional district school committee for any purpose a district may borrow money and other purposes as the director of accounts may approve.
- The school committee in each city, town and regional school district may select a superintendent jointly with other school committees and the superintendent shall serve as the superintendent of all of the districts that selected him.
- A school committee may adopt a program to reimburse parents who voluntarily choose to transport their disabled child to an approved school outside of the school district; rates may be in excess of the standard state mileage reimbursement rate and shall be a cost savings to the district compared to other modes of available transportation.

- The Department shall review and revise reporting requirements imposed on local school districts and wherever possible, consolidate and eliminate the reporting requirements and report the results to the legislature.
- A 16 member special commission to examine efficient and effective strategies to implement school district collaboration and regionalization is established to examine and make recommendations on model approaches in at least the 16 specified areas.

School Nutrition

Chapter 197, An Act Relative to School Nutrition

(<http://www.malegislature.gov/Laws/SessionLaws/Acts/2010/Chapter197>), approved by the Governor on July 30, 2010, is a comprehensive law to improve the health and nutrition of students. Among the provisions are: facilitating the purchase of local agricultural products for schools; providing for instruction in the issues of nutrition and exercise in the curriculum framework standards; annual reporting by school districts on nutrition and wellness programs to the Department of Elementary and Secondary Education; the periodic review of guidelines by the Department of Public Health (DPH) and Department of Elementary and Secondary Education relating to school nurse training and resources for children at risk of childhood obesity and diabetes; the promulgation of regulations by DPH establishing nutritional standards for the sale or provision of competitive foods or beverages in public schools; assistance by DPH in the implementation of nutritional standards; 5-year reviews of the nutritional standards; the promulgation of regulations by DPH regarding the establishment of school wellness advisory committees within school districts; the promulgation of regulations by DPH requiring local health officials to conduct food safety inspections at public schools; establishing a 23-member commission of school nutrition and childhood obesity to study childhood obesity and effective programs promoting proper nutrition and exercise; the evaluation of the success of the Boston public school system's pilot program Chefs in Schools by the Department of Elementary and Secondary Education; the Department of Agriculture and Department of Elementary and Secondary Education are to collect data on the purchasing and use of local agricultural products and the Department of Agriculture is to file a report.

Insurance for Autism

Chapter 207, An Act Relative to Insurance Coverage for Autism

(<http://www.malegislature.gov/Laws/SessionLaws/Acts/2010/Chapter207>), approved by the Governor on August 3, 2010, includes several provisions regarding insurance coverage for autism including the following items that relate to public schools: insurance coverage does not affect an obligation to provide services to an individual under an individualized family service plan, an individualized education program, or an individualized service plan; services related to autism spectrum disorder provided by school personnel under an IEP are not subject to reimbursement under this provision.

Commission on Creative and Innovative Education in the Public Schools

Chapter 240, An Act Relative to Economic Development Organization

(<http://www.malegislature.gov/Laws/SessionLaws/Acts/2010/Chapter240>), approved by the Governor on August 5, 2010, includes section 181 which establishes a 15-member commission including the commissioner of elementary and secondary education, the secretary of housing and economic development, the secretary of labor and workforce development, and the executive

director of the Massachusetts cultural council, to develop an index of creative and innovative education in the public schools. The commission is to submit a report by December 31, 2010.

CORI

Chapter 256, An Act Reforming the Administrative Procedures of Criminal Offender Record Information and Pre- and Post Trial Release

(<http://www.malegislature.gov/Laws/SessionLaws/Acts/2010/Chapter256>), approved by the Governor on August 6, 2010, among its many provisions includes specific school related references: allows the Department of Telecommunications and Energy to obtain CORI information from the Department of Criminal Justice Information Services for screening applicants for bus driver certificates and applicants who regularly transport school age children or special education students; allows school committees or superintendents that contract with taxicab companies to provide transportation of pupils to obtain relevant data; allows a school that plans to employ a person or accept a volunteer for a climbing wall or challenge course program to obtain relevant data; allows a school committee, superintendent and principal of a public or accredited private school to obtain relevant data; and allows a special education school program approved under chapter 71B to obtain relevant data.

Each school district, subject to appropriation, is required to implement a specific policy and discipline code to address teen dating violence in public schools. The policy may include a teen dating violence prevention task force.

Reference to criminal justice history board is replaced by Department of Criminal Justice Information Services.

Food Council

Chapter 277, An Act Establishing the Massachusetts Food Policy Council

(<http://www.malegislature.gov/Laws/SessionLaws/Acts/2010/Chapter277>), approved by the Governor on August 9, 2010, establishes a 17-member council, including the Commissioner of Elementary and Secondary Education, to develop recommendations to advance food system goals for the Commonwealth; includes the following related to public schools: the development and promotion of programs that deliver healthy Massachusetts-grown foods to Massachusetts residents through increased state purchasing of local produce for school and summer meals and other child and adult care programs.

Substance Abuse Education Study

Chapter 283, An Act Adding Safeguards to the Prescription Monitoring Program and Furthering Substance Abuse Education and Prevention

(<http://www.malegislature.gov/Laws/SessionLaws/Acts/2010/Chapter283>), approved by the Governor on August 9, 2010, provides in section 14 that the Executive Office of Education, in conjunction with the Bureau of Substance Abuse Services in the Department of Public Health and the Joint Committees on Education and Mental Health and Substance Abuse, shall conduct a study of the cost of implementing a substance abuse education program for all middle and high school students of a minimum of five hours per year. The report shall be submitted by December 31, 2011.

Park Land in Rockland

Chapter 297, An Act Relative to the Continued Use of Memorial Park in the Town of Rockland (<http://www.malegislature.gov/Laws/SessionLaws/Acts/2010/Chapter297>) approved by the Governor on August 10, 2010, allows the town of Rockland to continue to use Memorial Park, which is currently designated for use as school buildings and related structures, for the construction of new and renovated school buildings and related structures as shown on a plan entitled “Plan of Rockland Public Schools – Memorial Park, dated April, 2010.”

Augmentative and Alternative Communication

Chapter 299, An Act Relative to Augmentative and Alternative Communication Opportunities for Children (<http://www.malegislature.gov/Laws/SessionLaws/Acts/2010/Chapter299>) approved by the Governor on August 10, 2010, requires the Board of Elementary and Secondary Education to update regulations to require an approved program for teachers of students with moderate disabilities and teachers of students with severe disabilities to include instruction on the appropriate use of augmentative and alternative communication and other assistive technologies.

Charter of Franklin

Chapter 331, An Act Relative to the Charter of the City Known as the Town of Franklin (<http://www.malegislature.gov/Laws/SessionLaws/Acts/2010/Chapter331>), approved by the Governor on September 3, 2010, amends the charter of Franklin, including provisions relating to the proposed school budget being included as part of a complete financial plan for all town funds and activities.

Board of Elementary and Secondary Education Members



Maura O. Banta, Chair

IBM Corporation
404 Wyman Street
Waltham, MA 02454

Maura O. Banta is IBM's East Coast Regional Manager for Corporate Citizenship and Corporate Affairs. She joined IBM in 1973 as a marketing representative and held positions in Sales, Insurance Industry Consulting and Marketing Management before joining the External Programs Department in 1989. Maura was promoted to manager of the department in 1993, and became corporate community relations manager in 1996. In 2006, Maura was named Eastern Regional Manager, for IBM's corporate philanthropy, government relations and community relations.

Ms. Banta is a board member of United Ways of New England, Mass Taxpayers Foundation, and Boston Plan for Excellence, Rennie Center for Education Research and Policy, and the Carroll School of Management at Boston College. Maura is the immediate past chair of the board of the Mass Business Alliance for Education. She served for six years on The Massachusetts Educational Management and Audit Council a position she first held under Governor Jane Swift.

Ms. Banta Also served on former Governor Cellucci's Economic Development Task Force. She earned a B.A. in economics from Marymount College.



Harneen Chernow, Vice Chair

1199 SEIU TUF
150 Mt. Vernon Street Suite 324
Boston, MA 02125

Harneen Chernow directs the Massachusetts Division of the 1199 SEIU Training and Upgrading Fund. A partnership between 1199 SEIU and healthcare employers, this fund provides incumbent healthcare workers with a wide range of training and career ladder opportunities.

Previously, Ms. Chernow served as the Director of Education and Training for the Massachusetts AFL-CIO and engaged in public policy and advocacy efforts to promote a workforce development system focused on low-wage and lesser-skilled workers.

Ms. Chernow has over 20 years of experience designing and implementing labor/management workforce partnerships that create career ladders and opportunities leading to worker advancement. She also participates in numerous advocacy efforts to build a strong workforce system accountable to multiple stakeholders. She serves on a number of boards and commissions overseeing workforce development initiatives, including the Massachusetts Workforce Board Association, Boston PIC Workforce Development Committee, the Robert Woods Johnson Jobs to Career Initiative, and the Extended Care Career Ladder Initiative.

Harneen is the recipient of the AFT-Massachusetts Hero in Education Award, Massachusetts AFL-CIO Outstanding Service Award, the UMass Dartmouth Labor Education Center Fontera Memorial Award and the UMass Boston Labor Resource Center Foster-Kenney Award. Ms. Chernow received her B.A. from Wellesley College and M.A. from University of California, Berkeley.



Gerald Chertavian

Year Up
93 Summer Street
Boston, MA 02110

Gerald Chertavian is founder and CEO of Year Up, a one-year, intensive training program that provides urban young adults 18-24 with a unique combination of technical and professional skills, college credits, an educational stipend and corporate apprenticeship. Gerald began his career on Wall Street as an officer of the Chemical Banking Corporation and then became the head of marketing at Transnational Financial Services in London. He co-founded Conduit Communications in 1993. Between 1993-1998, Conduit ranked as one of England's fastest growing companies.

Gerald earned a B.A. in Economics from Bowdoin College and an M.B.A. from Harvard Business School. He currently serves as a Trustee of Cambridge College, Bowdoin College and The Boston Foundation and is on the Board of Advisors for the Harvard Business School Social Enterprise Club and New Sector Alliance.



Michael D'Ortenzio Jr.
Chair, State Student Advisory Council
c/o Massachusetts Department of
Elementary and Secondary Education
75 Pleasant Street
Malden, MA 02148

Michael D'Ortenzio Jr. is the 2010-2011 Chair of the State Student Advisory Council, elected by his fellow students in June 2010. He is serving his second term as a member of the Board. Michael has been a delegate to both the Greater Boston Regional Student Advisory Council and the State Student Advisory Council (SSAC) for three years, where he was on the Executive Committee and served as Recorder of SSAC.

Michael is active in his town and school, where he is a senior at Wellesley High School. Michael is a member of the Student Congress, serving as President this year. He represents students on the School Council as the Student Moderator, where he spearheaded a major revision of the Council's bylaws. He also served as class President during his freshman and sophomore years. Michael is currently an elected member of Wellesley's Representative Town Meeting. At age 17, he received the highest number of votes from his precinct in the 2010 annual town election. Michael has also worked as an intern in the Boston offices of U.S. Senator John F. Kerry and State Representative Alice H. Peisch. He volunteers as a permanent anchor for the local community television station, WCAC-TV, on its weekly news program, *Wellesley This Week*. He received the station's Community Service Award for his service.

Michael referees middle and high school soccer and loves to bike, hike, and boat. He ran varsity cross-country his freshman year. Currently, he serves as manager for the cross-country and track and field teams. Michael enjoys singing, both at his church and in the select choir at his school, Keynotes. Michael holds a strong passion for volunteering and civic engagement, and is a fervent advocate of special education and 21st century skills. He resides in Wellesley with his mother, father, and sister.



Thomas E. Fortmann
Mathematics Consultant
5 Harrington Road
Lexington, MA 02421

Thomas E. Fortmann began his career teaching at Newcastle University in Australia and then spent 24 years as a high-tech engineer and executive at BBN Technologies in Cambridge. After retiring in 1997 he taught mathematics and science as a volunteer at two high schools in Boston. In 2003, in collaboration with EMC Corporation and Mass Insight Education, he founded the Massachusetts Mathematics Institute, an intensive professional development program in mathematics content for K-6 teachers.

Dr. Fortmann holds a B.S. in Physics from Stanford University, a Ph.D. in Electrical Engineering from M.I.T., and the rank of Fellow in the Institute of Electrical and Electronics Engineers (IEEE). He is the author of two textbooks as well as numerous journal articles and policy briefs.



Beverly A. Holmes
c/o Massachusetts Department of
Elementary and Secondary Education
75 Pleasant Street
Malden, MA 02148

Beverly Holmes is a business leader, strategist, author and activist. She recently completed 25 years of service with MassMutual Financial Group, a fortune 100 financial services company. She was honored with her company's prestigious President's Leadership Award in 2000 after she successfully created, developed and grew a business designed to provide 401(k) retirement plans to small and medium size businesses. Under her leadership the new retirement business produced and added new distribution channels and grew to \$4 billion of assets under management. Over 2600 new customers were added to the company's customer base. Today the business continues as a profitable, growth business for the company. Beverly is the first African American woman to reach the position of Senior Vice President, Executive Officer at MassMutual Financial Group.

Beverly is focused on providing 21st century education skills for the children of the Commonwealth of Massachusetts as a member of the Massachusetts Board of Elementary and Secondary Education. She also has a passion for and interest in advancing the financial security, economic growth and leadership opportunities for women and has traveled nationally and internationally speaking and advising on the positive impact of access to capital for business growth and expansion. She is Chair of the Board for the Center for Women's Business Research, a board member of WISER (Women's Institute for a Secure Retirement), a member of Office Depot Women's Advisory Board and one of the first inductees into Bay Path College' Twenty First Century Women Business Leaders Hall of Fame. In 2008 she was appointed by Massachusetts Governor Deval Patrick to the Massachusetts Board of Elementary and Secondary Education. She is the founder and president of B.A. Holmes & Associates, a business and leadership development consulting firm.

Beverly holds a Bachelors degree in Human Services and a Masters degree in Education from Cambridge College and Southern New Hampshire University respectively.



Jeff Howard

The Efficacy Institute, Inc.
182 Felton Street
Waltham, MA 02453-4134

Jeff Howard is founder and president of The Efficacy Institute, Inc., a national, not-for-profit agency of education reform. The Efficacy Institute is committed to the mission of developing all young people to high standards, particularly children of color and the economically disadvantaged. The work of The Efficacy Institute is based on a model of learning developed by Dr. Howard based on the idea that intelligence can be built through Effective Effort. The Efficacy Institute aims to help adults operate from a simple belief: *all* young people can learn at very high levels if the process of education is effectively organized.

For five years, Jeff Howard served as a Governor's appointee to the Education Management Audit Council, the agency that evaluated the operations of districts across the state. Dr. Howard holds an A.B. from Harvard College and a Ph.D. in Social Psychology from Harvard University. He is also the founder of J. Howard and Associates, a corporate training and consulting firm that is now part of the Novations Group, Inc.



Ruth Kaplan

Combined Jewish Philanthropies
126 High Street
Boston, MA 02110

Ruth Kaplan is currently employed by the Combined Jewish Philanthropies as the Director of the Boston-Haifa Connection, a multi-faceted partnership between the sister cities of Boston and Haifa. Prior to her appointment to the Board of Elementary and Secondary Education, Ruth Kaplan served for four years as an elected member of the Brookline School Committee, chairing the subcommittees on Policy Review and Government Relations. She was also a board member of the Massachusetts Association of School Committees and a member of its Advocacy and

Resolutions committees. Prior to her school committee service, Ms. Kaplan co-chaired the Brookline Special Education Parent Advisory Council.

Ms. Kaplan is a member of the Massachusetts Parent Teacher Association and is the first parent representative appointed to the Board of Elementary and Secondary Education Members. She is a founder of the Alliance for the Education of the Whole Child, a coalition of more than 45 education and civil rights organizations which organized to critique the over-reliance on standardized testing in the public schools and advocate for an assessment system consisting of multiple measures.

Ms. Kaplan is a member of the Massachusetts bar and was associated with the firms of Widett, Slater & Goldman and Peabody & Brown. She practiced in the areas of Bankruptcy and Business Reorganization as well as Labor and Employment law. Her state service consisted of a position as Senior Researcher to the Senate Judiciary Committee, and work with the Department of Youth Services as a caseworker and program evaluator. She also assisted in the establishment of the Adolescent Day Treatment Program at Danvers State Hospital.

A resident of Brookline, Ms. Kaplan is a graduate of Brookline High School and has two daughters one of whom attends the high school, and the other of whom is a 2007 graduate. Ms. Kaplan holds a J.D. from Boston College Law School, as well as an M.ED. from Boston University and an M.A. from Brandeis University. She holds a B.A. degree in history from Barnard College and a Bachelor of Hebrew Letters degree from the Seminary College of the Jewish Theological Seminary. Ms. Kaplan also attended Wellesley College and the Hebrew University in Jerusalem.



Dana Mohler-Faria
Office of the President
Boyden Hall, 131 Summer Street
Bridgewater State College
Bridgewater, MA 02325

Dana Mohler-Faria is the president of Bridgewater State College and was the first member of his family to go to college. President Mohler-Faria is the first person of color to lead Bridgewater State College and, at the time of his inauguration in 2002, was only the second Cape Verdean in the United States to be elected the president of a higher education institution.

Shortly after becoming president, Dr. Mohler-Faria undertook an aggressive plan to expand the number of full-time, tenure-track faculty at the college. He also founded Connect, a Southeastern Massachusetts partnership dedicated to advancing the regional mission of public higher education. He also presided over an extensive review of the undergraduate curriculum, modernized the college's general education requirements, initiated an institution-wide assessment

of diversity opportunities and programming, established the highly-prestigious Presidential Fellowship to promote faculty scholarly and creative work, and channeled significant college resources into faculty and student scholarship endeavors. Under his leadership, the college endowment has grown to more than \$17 million - the largest for any state college in the Commonwealth.

Prior to becoming president, Dr. Mohler-Faria served for 11 years as the college's vice president for administration and finance, during which time he oversaw the largest construction and renovation program in college history. He has also held numerous senior administrative positions at Mount Wachusett Community College, Bristol Community College and Cape Cod Community College. Dr. Mohler-Faria holds a doctorate in higher education administration from the University of Massachusetts at Amherst, master's and bachelor's degrees in history from Boston University, and an associate's degree from Cape Cod Community College. He has participated in the Oxford Roundtable, the Millennium Leadership Institute, the New England Resource Center for Higher Education and Harvard University's Institute for Education Management and Senior Executives Program.

In addition to his work as president, Dr. Mohler-Faria served as Governor Deval Patrick's special advisor for education and was instrumental in leading the Commonwealth's Readiness Project and establishing the Executive Office of Education.



Paul Reville
Secretary of Education
Executive Office of Education
One Ashburton Place
Room 1403
Boston, MA 02108

In March 2008, Governor Deval Patrick announced his appointment of Paul Reville as the Commonwealth's new Secretary of Education, effective July 1, 2008, to oversee the recently created Executive Office of Education. Paul Reville is the former president of the Rennie Center for Education Research & Policy, and formerly served as the Director of the Education Policy and Management Program and a lecturer at the Harvard Graduate School of Education. Paul is the former executive director of the Pew Forum on Standards-Based Reform, and was the founding executive director of the Massachusetts Business Alliance for Education. He also served on the Massachusetts State Board of Education from 1991-96 and chaired the Massachusetts Commission on Time and Learning, as well as the Massachusetts Education Reform Review Commission. He recently served on Governor Patrick's Transition Team and as chair of the Governor's Pre-K-12 Task Force on Governance. He is a former teacher and principal in urban, alternative schools. Paul is a trustee of Wheelock College and the Nativity School of Worcester, and serves on numerous other boards and advisory committees. Last year, he edited the book, "A Decade of Urban School Reform: Persistence and Progress in the Boston

Public Schools." He is a graduate of Colorado College and holds a Master's degree from Stanford University.



Sandra L. Stotsky
246 Clark Road
Brookline, MA 02445

Dr. Sandra Stotsky is an independent scholar, consultant, and researcher in education. She also directs a one-week summer institute on the Constitution and Bill of Rights, titled *We the People: the Citizen and the Constitution*, co-sponsored by the Lincoln and Therese Filene Foundation and the Center for Civic Education in California.

From 2004 to 2006, Dr. Stotsky was a Research Scholar in the School of Education at Northeastern University. From 1999 to 2003, she was Senior Associate Commissioner at the Massachusetts Department of Elementary and Secondary Education. During that period, she directed revisions of the state's licensing regulations for teachers, administrators, and teacher training schools, the state's tests for teacher licensure, and the state's PreK-12 standards for mathematics, history and social science, English language arts and reading, science and technology/engineering, early childhood and instructional technology.

From 1984 to 2000, Dr. Stotsky was a research associate at the Harvard Graduate School of Education affiliated with the Philosophy of Education Research Center (PERC). She has taught elementary school, French and German at the high school level, and undergraduate and graduate courses in reading, children's literature, and writing pedagogy. She is editor of *What's at Stake in the K-12 Standards Wars: A Primer for Educational Policy Makers* (Peter Lang, 2000) and author of *Losing Our Language* (Free Press, 1999, reprinted by Encounter Books, 2002) and appraisals of state English language arts and reading standards for the Thomas B. Fordham Institute in 1997, 2000, and 2005. Dr. Stotsky has published many research reports, essays, and reviews in many areas and disciplines in education, including mathematics, history, literature, composition, and reading.

In May 2006, she was appointed to the President's National Mathematics Advisory Panel, which will advise the President and the Secretary of Education on matters relating to mathematics education. She currently serves as Chair of the Sadlier-Oxford Mathematics Advisory Board and as a member of the Advisory Board for the Center for School Reform at the Pioneer Institute, Boston, and for the Carus Publishing Company. She is also on the ERIC Steering Committee for the U.S. Department of Education Institute of Education Sciences. She served on the Steering Committee for the National Assessment of Educational Progress (NAEP) reading assessment framework for 2009. Dr. Stotsky received her B.A. degree with distinction from the University of Michigan and a doctorate in reading research and reading education with distinction from the Harvard Graduate School of Education.



Mitchell D. Chester

Commissioner of Elementary and Secondary Education
Massachusetts Department of Elementary and Secondary Education
75 Pleasant Street
Malden, MA 02148

Mitchell Chester began serving as Commissioner of the Massachusetts public schools in May 2008 after being unanimously selected by the Board of Elementary and Secondary Education in January.

Dr. Chester began his career as an elementary school teacher in Connecticut, and later served as a middle school assistant principal and district curriculum coordinator. From there he moved to the Connecticut State Department of Education where he oversaw curriculum and instructional programs. In 1997 he was named the Executive Director for Accountability and Assessment for Philadelphia, where he headed the offices of Assessment, Research and Evaluation, Student and School Progress, and Pupil Information Services. In 2001 he moved to Ohio, where he served as the Senior Associate Superintendent for Policy and Accountability for the Ohio Department of Education, where he oversaw standards, assessments, accountability, policy development, and strategic planning.

Dr. Chester has presented nationally on accountability, assessment and teacher induction and retention. He has served as a consultant to states and school districts regarding curriculum and instruction, teacher evaluation, student achievement, and assessment and accountability. Dr. Chester holds a doctorate in Administration, Planning, and Social Policy from Harvard University, as well as advanced degrees from the University of Connecticut and the University of Hartford. He and his wife Angela live with their son Nicholas in Winchester.

Appendix: Education Statistics

1. Summary Data

Districts and schools, 2009-10

Districts	392
Municipal K-12	177
Regional K-12	31
Elementary district	72
Regional secondary district	19
Regional voc-tech/agricultural	30
Charters*/independent	63
Schools*	1,846
Elementary	1,146
Middle/junior high	314
High school	371
Other (K-12)	15
Educational collaboratives	31

*Charter schools are included in both district and school figures.

Source: Massachusetts State Profile, <http://profiles.doe.mass.edu/>.

Enrollment trends in Massachusetts public schools

	2000		2005		2010	
	N	%	N	%	N	%
Total public school enrollment	972,260		975,911		957,053	
Grade						
Pre-kindergarten	19,539	2.0%	23,281	2.4%	27,871	2.9%
Kindergarten	70,029	7.2%	68,357	7.0%	68,370	7.1%
Grades 1-5	389,364	40.0%	361,976	37.1%	353,796	37.0%
Grades 6-8	223,230	23.0%	228,562	23.4%	215,692	22.5%
Grades 9-12	265,164	27.3%	293,398	30.1%	290,502	30.4%
Other	4,924	0.5%	337	0.0%	822	0.1%
Race/ethnicity						
African American	83,799	8.6%	86,533	8.9%	78,045	8.2%
Asian	41,613	4.3%	46,965	4.8%	50,801	5.3%
Hispanic or Latino	99,189	10.2%	115,267	11.8%	141,933	14.8%
Multi-race, non-Hispanic	0	0.0%	0	0.0%	21,365	2.2%
Native American	2,462	0.3%	3,227	0.3%	2,532	0.3%
Native Hawaiian or Pacific Islander	0	0.0%	0	0.0%	1,086	0.1%
White	745,197	76.6%	723,919	74.2%	661,291	69.1%

Sex

Female	472,397	48.6%	473,915	48.6%	465,676	48.7%
Male	499,863	51.4%	501,996	51.4%	491,377	51.3%
Special populations						
Limited English proficiency	44,559	4.6%	49,773	5.1%	59,158	6.2%
Low-income	245,754	25.3%	270,660	27.7%	315,161	32.9%
Special education	162,454	16.7%	157,108	15.9%	164,847	17.0%

Source: Massachusetts State Profile – Enrollment, http://profiles.doe.mass.edu/state_report/enrollmentbygrade.aspx

Enrollment trends in Massachusetts adult education programs

	2000		2005		2010	
	N	%	N	%	N	%
Enrollment by program type						
Adult Basic Education	7,194	29%	7,317	34%	4,813	24%
Adult Secondary Education	3,724	15%	2,118	10%	3,295	16%
English for Speakers of Other Languages*	13,643	56%	12,013	56%	12,264	60%
Wait list by program type**						
Adult Basic Education	--	--	5,647	23%	4,651	21%
Adult Secondary Education	--	--	888	4%	982	4%
English for Speakers of Other Languages	--	--	18,141	73%	16,526	75%
Race/ethnicity						
African American	4,474	18%	4,373	20%	4,354	22%
Asian	3,014	12%	2,518	12%	2,599	13%
Hispanic or Latino	7,431	30%	7,247	34%	5,652	28%
Native American	96	<1%	90	<1%	279	1%
Native Hawaiian or Pacific Islander	--	--	28	<1%	73	<1%
White	9,546	39%	7,192	34%	7,415	36%
Sex						
Female	14,696	60%	13,262	62%	12,400	61%
Male	9,865	40%	8,186	38%	7,972	39%
Age						
16 to 18	743	3%	1,144	5%	776	4%
19 to 24	4,219	17%	3,920	18%	3,380	17%
25 to 44	13,535	55%	11,432	53%	10,617	52%
45 to 59	4,652	19%	4,006	19%	4,463	22%
60 and older	1,412	6%	946	5%	1,136	6%
Special populations						
Employed	13,268	54%	10,877	51%	9,337	46%
Unemployed	5,167	21%	4,543	21%	5,583	27%
Not in labor force ***	6,126	25%	6,028	28%	5,452	27%
On public assistance	3,149	13%	5,459	25%	6,216	31%
In correctional facilities	1,317	5%	1,266	6%	1,427	7%
Parents of children under age 18	7,401	30%	8,297	39%	7,446	37%
Non-native speakers in Adult Basic Education classes (as % of all ABE students)	2,801	11%	3,664	17%	3,824	19%

Notes: * Does not include non-native speakers in ABE classes. ** Accurate state waitlist data is not available for 2000. *** Not in labor force includes those unemployed and not looking for work, retired and not looking for work, or homemakers.

Source: *Massachusetts National Reporting System Federal Report: 2001, 2005, 2010.*

2. Student data: Assessment

Student performance, 2010 MCAS, percent of achievement levels by grade and subject

Grade	Subject	Advanced	Proficient	Needs Improvement	Warning/ Failing
3	Reading	14%	49%	30%	8%
	Mathematics	25%	40%	24%	11%
4	English language arts	11%	43%	35%	12%
	Mathematics	16%	32%	41%	11%
5	English language arts	16%	47%	28%	10%
	Mathematics	25%	30%	28%	17%
	Science and technology	15%	38%	36%	11%
6	English language arts	15%	54%	21%	9%
	Mathematics	27%	32%	25%	16%
7	English language arts	11%	61%	21%	7%
	Mathematics	14%	39%	27%	19%
8	English language arts	17%	61%	16%	7%
	Mathematics	22%	29%	28%	21%
	Science and technology	4%	36%	41%	19%
10	English language arts	26%	52%	18%	4%
	Mathematics	50%	25%	17%	7%
	Science and tech/eng	18%	47%	28%	8%

Source: *Massachusetts State Profile—Assessment* <http://profiles.doe.mass.edu/>.

Composite performance index (CPI), 2010 MCAS: by subgroups

	English language arts	Mathematics
Overall	86.9	79.9
Race/ethnicity		
African American	76.6	65.1
Asian	89.8	89.0
Hispanic or Latino	73.6	63.9
Native American	82.5	72.3
White	90.5	84.1
Special populations		
Limited English proficiency	59.8	56.2
Low income	76.5	67.1
Special education	67.3	57.5

Note: The CPI is a 100-point index that assigns 100, 75, 50, 25, or 0 points to students based on their performance on the MCAS or MCAS-Alt. The points assigned to each student are added together for all students in a group and the sum is divided by the total number of students assessed, resulting in a number between 0 and 100 that measures the group's progress toward proficiency. It is available only for subgroups included in the state accountability system.

Source: Massachusetts State Profile—Assessment <http://profiles.doe.mass.edu/>.

Competency Determination results, class of 2010

	Total enrollment	N earning CD	% earning CD
Overall	69,924	66,879	96%
Race/ethnicity			
African American	6,009	5,468	91%
Asian	3,416	3,316	97%
Hispanic or Latino	8,253	7,419	90%
Native American	195	188	96%
Native Hawaiian or Pacific Islander	95	86	91%
Multi-race, non-Hispanic	1,052	1,002	95%
White	50,904	49,400	97%
Sex			
Female	34,619	33,337	96%
Male	35,305	33,542	95%
Special populations			
Limited English proficiency	1,876	1,506	80%
Low income	18,138	16,823	93%
Special education	10,636	8,509	80%

Source: Student Assessment Office

Massachusetts results, National Assessment of Educational Progress (NAEP)

Percent proficient and above	2007 Reading*		2009 Mathematics	
	Grade 4	Grade 8	Grade 4	Grade 8
Overall	49%	43%	57%	52%
Race/ethnicity	0%	0%	0%	0%
African American	19%	17%	30%	23%
Asian and Pacific Islander	58%	54%	70%	66%
Hispanic or Latino	18%	15%	25%	21%
White	56%	49%	67%	59%
Sex	0%	0%	0%	0%
Female	52%	50%	55%	50%
Male	46%	37%	59%	53%
Special populations	0%	0%	0%	0%
Limited English proficiency	23%	13%	32%	21%
Low income	15%	4%	15%	8%
Special education	22%	20%	31%	29%

State comparison, National Assessment of Educational Progress (NAEP)

		Grade 4	% proficient and above	Grade 8	% proficient and above
Reading 2007*	Massachusetts		49%	Massachusetts	43%
	New Jersey		43%	Vermont	42%
	Connecticut		41%	New Jersey	39%
	New Hampshire		41%	Montana	39%
	Vermont		41%	New Hampshire	37%
	Pennsylvania		40%	Connecticut	37%
	Montana		39%	Maine	37%
	Nation's Public		32%	Nation's Public	29%
Mathematics 2009	Massachusetts		57%	Massachusetts	52%
	New Hampshire		56%	Minnesota	47%
	Minnesota		54%	Montana	44%
	Vermont		51%	New Jersey	44%
	New Jersey		49%	Vermont	43%
	Kansas		46%	New Hampshire	43%
	North Dakota		45%	North Dakota	43%
	Nation's Public		38%	Nation's Public	33%

* 2009 reading scores will be available in Winter, 2010.

Source: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2007 Reading and 2009 Mathematics Assessment.

SAT participation and performance, Massachusetts public school students, 2009-10

	Number of test-takers	Mean critical reading score	Mean mathematics score	Mean writing score
Overall	61,104	512	526	509
Race/ethnicity				
African American	4,462	428	434	423
Asian and Pacific Islander	4,109	521	596	527
Hispanic or Latino*	4,644	434	445	427
Native American	207	499	496	486
Other	1,579	500	506	494
White	43,385	529	539	526
Sex				
Female	32,269	509	510	515
Male	28,835	516	545	503

*The College Board tracks Mexican American, Puerto Rican and other Hispanics separately. The scores here are weighted averages of those reported for the three Hispanic subgroups.

Source: College Board State Reports 2010: Massachusetts – Public Schools Overview 2009-2010

AP participation and performance, Massachusetts public school students, 2009-10

	Test-takers	Exams	Number scoring 3 or higher	Percent scoring 3 or higher
Overall	41,675	73,001	51,492	70.5%
Race/ethnicity				
African American	1,769	2,753	950	34.5%
Asian and Pacific Islander	4,606	9,671	7,236	74.8%
Hispanic or Latino*	2,451	3,888	1,791	46.1%
Native American	87	146	68	46.6%
Other	1,360	2,362	1,612	68.2%
White	29,877	51,396	37,902	73.7%
Sex				
Female	22,972	39,360	26,456	67.2%
Male	18,703	33,641	25,036	74.4%

*The College Board tracks Mexican American, Puerto Rican and other Hispanics separately. The figures here were aggregated for all three Hispanic subgroups.

Source: College Board State Reports 2010: Massachusetts – Public Schools Overview 2009-2010

3. Student data: Dropout and graduation rates

Annual dropout data for selected demographics, 2008-09*

	Total HS enrollment	Number of dropouts	Annual dropout rate	Percent of all dropouts
Total	292,372	8,585	2.9%	N/A
Grade				
9	79,315	2,185	2.8%	25.5%
10	73,214	2,159	2.9%	25.1%
11	71,514	2,096	2.7%	24.4%
12	68,329	2,145	3.1%	25.0%
Race/ethnicity				
African American	25,994	1,450	5.6%	16.9%
Asian	13,865	241	1.7%	2.8%
Hispanic or Latino	38,796	2,900	7.5%	33.8%
Native American	820	35	4.3%	0.4%
Native Hawaiian or Pacific Islander	315	12	3.8%	0.1%
Multi-race, non-Hispanic	4,523	155	3.4%	1.8%
White	208,059	3,792	1.8%	44.2%
Sex				
Female	143,662	3,545	2.5%	41.3%
Male	148,710	5,040	3.4%	58.7%
Special populations				
Limited English proficiency	10,772	912	8.5%	10.6%
Low income	82,718	4,110	5.0%	47.9%
Special education	44,693	2,254	5.0%	26.3%

*Dropout data for the 2009-10 school year are not yet available.

Source: <http://www.doe.mass.edu/info/services/reports/dropout/0809/default.html>

Dropout rates by Competency Determination status, 2008-09

	CD status	Number of enrolled students	Number of dropouts	Dropout rate	Percent of dropouts
Grade 11	With CD	67,315	1,114	1.7%	53.1%
	Without CD	4,199	982	23.4%	46.9%
Grade 12	With CD	66,312	1,580	2.4%	73.7%
	Without CD	2,017	565	28.0%	26.3%
Total	With CD	133,627	2,694	2.0%	63.5%
	Without CD	6,216	1,547	24.9%	36.5%

Source: <http://www.doe.mass.edu/infoservices/reports/dropout/0809/default.html>

Annual dropout rates for selected demographics, 2004-05 to 2008-09

		2004-05	2005-06	2006-07	2007-08	2008-09
Total		3.8%	3.3%	3.8%	3.4%	2.9%
Grade						
	9	3.0%	3.0%	3.9%	3.0%	2.8%
	10	3.7%	3.3%	3.7%	3.5%	2.9%
	11	4.1%	3.3%	3.6%	3.3%	2.7%
	12	4.7%	3.9%	4.1%	3.7%	3.1%
Race/ethnicity						
	African American	6.3%	6.8%	6.4%	5.8%	5.6%
	Asian	2.6%	2.2%	2.6%	2.0%	1.7%
	Hispanic or Latino	9.1%	7.9%	9.1%	8.3%	7.5%
	Native American	5.4%	5.4%	4.9%	7.3%	4.3%
	Native Hawaiian or Pacific Islander	-	7.0%	4.2%	6.7%	3.8%
	Multi-race, non-Hispanic	-	2.8%	4.2%	3.5%	3.4%
	White	2.8%	2.3%	2.7%	2.2%	1.8%
Sex						
	Female	3.2%	2.8%	3.3%	2.9%	2.5%
	Male	4.4%	3.8%	4.4%	3.8%	3.4%
Special populations						
	Limited English proficiency	9.3%	9.5%	10.4%	8.8%	8.5%
	Low income	6.4%	5.5%	5.8%	5.5%	5.0%
	Special education	5.6%	5.1%	5.8%	5.5%	5.0%

Source: <http://www.doe.mass.edu/infoservices/reports/dropout/0809/default.html>

Four-year cohort graduation rates, class of 2009

	Graduates			Non-high school graduates			
	N in cohort	4-year grad rate	Still in school	Non-grad completer	GED	Dropped out	Expelled
Overall	77,038	81.5%	6.2	0.8	2.1	9.3%	0.1
Race/ethnicity							
African American	6,906	69.1%	11.9%	1.8%	2.0%	15.0%	0.2%
Asian	3,612	86.1%	5.9%	1.2%	0.9%	5.8%	0.1%
Hispanic or Latino	10,336	59.7%	12.8%	2.1%	2.6%	22.6%	0.2%
Multi-race, non-Hispanic	1,070	80.5%	6.7%	0.7%	2.5%	9.5%	0.1%
Native American	212	75.9%	8.0%	0.0%	0.9%	15.1%	0.0%
Native Hawaiian or Pacific Islander	72	69.4%	15.3%	1.4%	2.8%	11.1%	0.0%
White	54,830	86.9%	4.2%	0.4%	2.1%	6.3%	0.1%
Sex							
Female	37,656	84.6%	4.7%	0.8%	2.0%	7.9%	0.0 %
Male	39,382	78.6%	7.6%	0.8%	2.3%	10.6%	0.2 %
Special populations							
Limited English proficiency	4,933	57.5%	13.7%	4.9%	0.8%	22.9%	0.2%
Low income	29,477	66.9%	11.1%	1.5%	3.1%	17.3%	0.1%
Special education	14,845	64.9%	15.3%	1.7%	2.0%	16.1%	0.1%

Note: The cohort four-year graduation rate measures the percentage of first-time ninth graders who graduate within four years.

Source: http://www.doe.mass.edu/info services/reports/gradrates/09_4yr.pdf

Plans of high school graduates

Class of 2009*

4-year private college	29.9%
4-year public college	26.7%
2-year private college	1.4%
2-year public college	21.7%
Other postsecondary	2.5%
Work	8.3%
Military	1.9%
Other	1.1%
Unknown	6.3%
Total count	65,897

*Class of 2010 data are not yet available.

Source: http://profiles.doe.mass.edu/state_report/plansofhsgs.aspx

4. Educator data

Teachers in Massachusetts, 2009-10

Total number of teachers	69,909
Percent of teachers licensed in teaching assignment	97.1%
Percent of classes in core academic areas taught by teachers identified as highly qualified	97.3%
Student to teacher ratio	13.7 to 1
Average teacher salary*	\$67,577

*This number reflects 2008-09 data. 2009-10 data are not yet available.

Source: Massachusetts State Profile – Teachers, <http://profiles.doe.mass.edu/>.

Educator licenses, renewals, and waivers

License	Description	2009	2010
Educator licenses issued *		23,696	21,971
Preliminary	First license for people who have not completed an approved educator preparation program; valid for five years	5,300	4,736
Initial	First license for people who have completed an educator preparation program; valid for five years	12,504	10,392
Professional	Second license for people who have been employed for at least three years under an initial license; must be renewed every five years	5,541	4,962
Temporary	Temporary license for experienced teachers from another state; valid for one year	301	320
Vocational	Licenses issued for educators in vocational schools (may be Preliminary, Initial, Professional, or Temporary)	376	286
Renewals and waivers issued **			
Renewals	Renewals of professional licenses for experienced educators***	75,602	10,392
Waivers	Waivers of licensure requirements for districts that have made a good-faith effort to hire a licensed or certified educator for a particular position but have been unable to find one	2,579	2,051

Notes: The descriptions of the licenses are in general terms and are not meant to fully detail all the pathways to each license.

*Data are for calendar years. Calendar year 2010 includes data through December, 2010.

**Data are for fiscal years.

***The licensure renewal cycle requires educators that hold a professional license to renew every five years. 2009 was the third major renewal cycle since the implementation of license renewal.

Source: Educator Licensure Office.

5. District data

Chapter 70 aid, FY10

	State total
Foundation enrollment*	940,985
Foundation budget*	\$9,088,557,473
Required minimum local contribution	\$5,263,713,879
Chapter 70 aid	\$3,869,526,145
Required net school spending	\$9,133,240,024
Actual net school spending	\$10,481,488,411

*For further explanation of this terminology, see School Finance: Chapter 70 program.

<http://finance1.doe.mass.edu/chapter70/>

Source: FY10 Chapter 70 Aid and Net School Spending Requirements.

<http://finance1.doe.mass.edu/schfin/Chapter70/profile.aspx>

Per pupil expenditures, FY09

Pupils	
Enrolled at the district	928,996.9
Tuitioned out of district	56,168.4
Total pupils	985,165.3
Expenditures per pupil in the district	
Administration	\$437
Instructional leadership	\$826
Classroom and specialist teachers	\$4,907
Other teaching services	\$938
Professional development	\$224
Instructional materials, equipment, and technology	\$358
Guidance, counseling, and testing	\$353
Pupil services	\$1,169
Operations and maintenance	\$1,100
Insurance, retirement, and other	\$2,214
Expenditures per pupil outside the district	
Payments to other districts	\$ 20,925
Total expenditures	\$12,813,114,334
Total expenditures per pupil	\$13,006

*Data for FY10 are not yet available.

Source: http://finance1.doe.mass.edu/schfin/statistics/function09_detail.aspx

District and school improvement rating summary, 2010

		ELA		Mathematics	
		N	%	N	%
Districts	Met NCLB Goal	9	2.4%	3	0.8%
	Above Target	3	0.8%	10	2.6%
	On Target	168	44.0%	133	34.8%
	Improved Below Target	14	3.7%	68	17.8%
	No Change	169	44.2%	154	40.3%
	Declined	19	5.0%	14	3.7%
	Total number of rated schools	382	100.0%	382	100.0%
Schools	Met NCLB Goal	71	4.2%	33	1.9%
	Above Target	56	3.3%	82	4.8%
	On Target	765	44.9%	742	43.6%
	Improved Below Target	41	2.4%	82	4.8%
	No Change	641	37.6%	591	34.7%
	Declined	131	7.7%	172	10.1%
	Total number of rated schools	1705	100.0%	1702	100.0%

Source: School Improvement Grant Programs Office

School district technology, 2008-09

Students per high-capacity computer	3.5
Percent of classrooms connected to the Internet	99%
Percent of computers connected to the Internet	98%
Average technology expenditures per pupil	\$229

Note: In 2007, the Department defined a high-capacity computer as a computer that has at least 256 RAM and either a Pentium 4 processor or a Macintosh G4 processor (or equivalent). The Department also refers to these as Type A computers.

Source: *Technology in Massachusetts Schools*.

<http://www.doe.mass.edu/edtech/etreport/2009.pdf#search=%22technology%22>

6. Agency information

State education funding, FY10 Budget Summary*

7010-0005	Department of Elementary and Secondary Education	13,750,821
7010-0012	Programs to Eliminate Racial Imbalance - METCO	18,491,758
7010-0033	Literacy Programs	4,175,489
7010-1022	Certificate of Occupational Proficiency	209,356
7027-0019	Connecting Activities	2,000,000
7027-1004	English Language Acquisition	397,937
7028-0031	School-Age Children in Institutional Schools and Houses of Correction	7,685,712
7030-1002	Kindergarten Expansion Grants	25,748,947
7035-0002	Adult Basic Education	28,085,096
7035-0006	Transportation of Pupils - Regional School Districts	40,521,840
7035-0007	Non-Resident Pupil Transport	646,855
7051-0015	Temporary Emergency Food Assistance Program	1,239,518
7053-1909	School Lunch Program	5,426,986
7053-1925	School Breakfast Program	4,177,632
7061-0008	Chapter 70 Payments to Cities and Towns	3,869,847,585
7061-0012	Circuit Breaker - Reimbursement for Special Education Residential Schools	140,113,160
7061-0029	Educational Quality and Accountability	1,373,226
7061-9010	Charter School Reimbursement	79,751,579
7061-9200	Education Technology Program	657,526
7061-9400	Student and School Assessment	25,290,411
7061-9404	MCAS Low-Scoring Student Support	9,294,804
7061-9408	Targeted Intervention in Underperforming Schools	6,900,841
7061-9412	Extended Learning Time Grants	15,672,375
7061-9600	Concurrent Enrollment for Disabled Students	721,000
7061-9604	Teacher Preparation and Certification	1,546,270
7061-9611	After-School and Out-of-School Grants	2,000,000
7061-9612	Worcester Polytechnic Institute School of Excellence Program	1,300,000
7061-9614	Alternative Education Grants	200,000
7061-9619	Franklin Institute of Boston	1
7061-9626	Youth-Build Grants	1,500,000
7061-9804	Teacher Content Training	386,227
TOTAL		4,309,112,952

*This does not reflect October 2010 budget reductions.

Source: http://www.mass.gov/bb/gaa/fy2010/app_10/dpt_10/hdoe.htm

Federal and state grants, FY09 and FY10

Federal and state grants	FY09	FY10
Total number of grant programs	106	103
Total number of grants processed	4,556	4,740
Total dollar value of grants processed	\$1,155 million	\$1,059 million
Federal grant programs	\$1,024 million	\$950 million
Title I (education for the disadvantaged)	\$231 million	\$228 million
ARRA Title I	N/A	\$68 million
Title II-A (teacher quality)	\$49 million	\$48 million
IDEA (special education)	\$243 million	\$251 million
ARRA IDEA	N/A	\$122 million
Perkins (vocational education)	\$11 million	\$11 million
Other entitlements & discretionary programs	\$490 million	\$222 million
State grant programs	\$131 million	\$109 million

Source: ESE Grants Management Office

Agency staffing, number and full-time equivalents (FTEs), FY10

Divisions & Centers	Number	FTEs
Commissioner's Office	24	22.94
Center for Administration and Finance	63	62.4
Division for Accountability, Partnerships and Assistance	260	255.4
Accountability, Partnerships and Assistance	7	7
Center for Educator Policy, Preparation & Licensure	48	46
Center for District & School Accountability	4	4
Center for Special Programs	107	105
Center for Student Support, Career & Education Services	69	68.4
Center for Targeted Assistance	25	25
Division for Learning, Leadership & Information	143	141.25
Learning, Leadership & Information	4	4
Center for Curriculum & Instruction	24	24
Center for School Finance, Planning Research & Evaluation	45	44.5
Center for Technology, Assessment and Lifelong Learning	70	68.75

Source: Human Resources. Staffing as of July 3, 2010.